MEMORANDUM   September 27, 2018

TO: Courtney Busby
             Officer, Special Populations

FROM: Carla Stevens
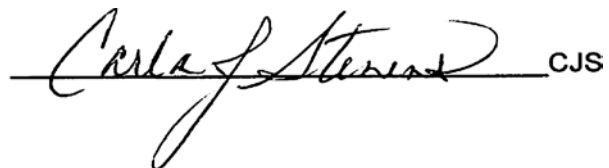   Assistant Superintendent, Research and Accountability

SUBJECT: **INTERVENTION ASSISTANCE TEAM PROGRAM, 2017–2018**

In the 2017–2018 school year, in an effort to ensure that all students in grades K–12 received the appropriate supports and services to meet their full potential, the Houston Independent School District (HISD) employed the Intervention Assistance Team (IAT) program to document individualized interventions implemented to support students academically. The IAT is a collaborative team providing campus-based support to meet the goal of providing all students with the appropriate supports and services. The attached report shows outcomes for students who were eligible for IAT support in 2017–2018.

Key findings include:
- Of 165,316 students in kindergarten to twelfth grade who took the beginning-of-year (BOY) Renaissance Learning 360 Early Literacy or Renaissance Learning 360 Reading assessment, 32,534 (20 percent) were identified as needing intervention (BOY Tier 2), and 45,752 (28 percent) were identified as needing urgent intervention (BOY Tier 3).
- Of BOY Tier 2 students who took the end-of-year (EOY) RL360 Early Literacy or RL360 Reading assessment, 23 percent achieved Tier 1. Of BOY Tier 3 students who took their EOY assessment, eight percent achieved Tier 1.
- On the Benchmark Running Record from BOY to EOY, BOY Tier 2 students gained 14 percentage-points in achieving the Meeting Expectation or Advanced Development reading benchmark, while BOY Tier 3 students experienced an eight percentage-point gain.
- Grade 1 Tier 3 students made the greatest gains (10 percentage points) from BOY to EOY on passing the High Frequency Word Examination (HFWE).
- The percentage of BOY Tier 2 students meeting or exceeding the STAAR progress measure improved from 2016–2017 (48 percent) to 2017–2018 (59 percent), and the percentage of Tier 3 students meeting or exceeding the STAAR progress measure improved from 2016–2017 (43 percent) to 2017–2018 (56 percent).
- A total of 13 Tier 2 and Tier 3 students were referred for special education evaluation following documented interventions in Chancery RTI portal.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

Carla J. Stevens CJS

Attachment
cc: Noelia Longoria
    Hannah Harvey
    Waymond Ervin

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH
Educational Program Report

INTERVENTION ASSISTANCE TEAM
2017-2018

HISD | **Research and Accountability**
ANALYZING DATA, MEASURING PERFORMANCE.

Houston Independent School District
Hattie Mae White Educational Support Center
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Intervention Assistance Team
2017–2018

Executive Summary

Program Description

In the 2017–2018 school year, in an effort to ensure that all students in grades K–12 received the appropriate supports and services to meet their full potential, the Houston Independent School District (HISD) employed the Intervention Assistance Team (IAT) program to document individualized interventions implemented to support the child and provide, if needed, a bridge to special education evaluation (Houston Independent School District, 2017). The IAT program is a collaborative endeavor providing campus-based support to meet the goal that all students are provided with the appropriate supports and services. The IAT program supports HISD's Strategic Direction Core Initiative 3: Rigorous Instructional Standards and Supports. The attached report shows student outcomes for students who were eligible for IAT support in 2018.

Highlights

- A total of 165,316 students in kindergarten to twelfth grade took the beginning-of-year (BOY) Renaissance Learning (RL) 360 Early Literacy assessment or RL360 Reading assessment. Of these students, 32,534 were identified as needing intervention (Tier 2), and 45,752 were identified as needing urgent intervention (Tier 3).

- Of the BOY Tier 2 students who took the end-of-year (EOY) RL360 Early Literacy or RL360 Reading assessment, 23 percent achieved Tier 1. Of the BOY Tier 3 students who took their EOY assessment, eight percent achieved Tier 1.

- On the Benchmark Running Record (BRR), BOY Tier 2 students had a 14 percentage-point gain in achieving the Meeting Expectation or Advanced Development reading benchmark from BOY to EOY. BOY Tier 3 students experienced an eight percentage-point gain in achieving the Meeting Expectation or Advanced Development reading benchmark from BOY to EOY.

- On passing the EOY High Frequency Word Examination (HFWE), Grade 1 Tier 3 students made the greatest gains (10 percentage points), followed by Grade 1 Tier 2 (nine percentage points) when compared to passing the middle-of-year (MOY) HFWE.

- The largest percentage-point gap between BOY Tier 2 students and BOY Tier 1 students achieving at or above the Approaches Grade Level standard on the Grade 3–8 STAAR Reading exam occurred in Grade 4 (49 percent and 94 percent, respectively). The largest percentage-point gap between BOY Tier 3 students and BOY Tier 1 students achieving at or above the Approaches Grade Level standard on the Grade 3–8 STAAR Reading exam occurred in Grade 6 (19 percent and 97 percent, respectively).

- Tier 3 students had the lowest proportion achieving at or above the Approaches Grade Level standard on both the STAAR EOC English I and STAAR EOC English II exams (20 percent and 21 percent, respectively).

- The percentage of Tier 2 students meeting or exceeding the STAAR progress measure improved from 2016–2017 (48 percent) to 2017–2018 (59 percent), and the percentage of Tier 3 students meeting or exceeding the STAAR progress measure improved from 2016–2017 (43 percent) to 2017–2018 (56 percent).

- A total of 13 Tier 2 and Tier 3 students were referred for special education evaluation following documented interventions in Chancery RTI portal.

Recommendations

- Though there were documented interventions in Chancery RTI portal, the numbers were relatively small compared to the number of students identified as in need of intervention based on the BOY RL360 Early Literacy or RL360 Reading assessment. It is recommended that campus IAT coordinators express to teachers the importance of documenting the intervention process, provided such interventions were delivered. Accurate documentation of reading interventions impacts student learning by providing the classroom teacher the information needed to make decisions on which interventions were successful in improving student reading outcomes and which interventions need to be changed to meet student needs.

- As students in need of reading supports are identified via the RL360 Early Literacy or RL360 Reading assessment, they receive IAT support at the campus level. It is recommended that documentation of the IAT committee meetings be made available in a centralized digital location to assist future researchers in presenting an accurate picture of the practical workings of the IAT program. Accurate documentation would support student learning by showing the fidelity with which the IAT program was implemented.

Introduction

The Individuals with Disabilities Education Act of 2004 requires students experiencing difficulties in the general classroom be considered for all support services available to students before referral for special education evaluation. In 2017, the U. S. Department of Education reported that the Texas Education Agency (TEA) did not meet this requirement for proper identification of children with disabilities eligible for special education and related services (U. S. Department of Education, 2018). In the 2017–2018 school year, to ensure that all students in grades K–12 received the appropriate supports and services to meet their full potential, the Houston Independent School District (HISD) employed the Intervention Assistance Team (IAT) program. The IAT program is designed to document individualized interventions implemented to support the child and provide, if needed, a bridge to special education evaluation (Houston Independent School District, 2017).

The IAT program is a collaborative endeavor providing campus-based support to meet the goal that all students receive appropriate supports and services. This support includes the facilitation of the Response to Intervention (RTI) process that documents the interventions implemented to support the individual child, and, if needed, a referral to an IAT meeting is made to consider next steps in meeting the needs of the individual student. When an HISD student is initially identified as having difficulty in the general classroom, the teacher puts an intervention in place to help the student overcome the difficulty. The intervention and the student's progress following the intervention are documented in the on-going RTI process, and if teacher expectations for student progress are not met, either a new or more intensive intervention is adopted, or the student is referred for an IAT meeting.

Referrals for an IAT meeting occur for many different reasons. Students are referred for having difficulty related to academic areas, social-emotional areas, or health concerns. The IAT is usually made up of an IAT chairperson and other campus education professionals with diverse educational backgrounds and experiences. The IAT meeting is designed to have contributions from all members to efficiently explore all the possible support services which could meet the referred child's needs and to reach a consensus on possible next steps. The IAT meeting is a bridge to special education evaluation when interventions and modifications have been unsuccessful, and data justifies special education services.

This report addresses the outcomes of four groups of students in meeting the appropriate reading progress goal following IAT program support: (1) Tier 2 students as measured at the beginning-of-year on the Renaissance Learning (RL) 360 Early Literacy (EL) or Reading assessment; (2) Tier 3 students as measured at the beginning-of-year RL360 EL or Reading assessment; (3) Tier 2 students, who, following documentation of unsuccessful RTI interventions, were referred for IAT meeting consideration during the 2017–2018 school year; and (4) Tier 3 students, who, following documentation of unsuccessful RTI interventions, were referred for IAT meeting consideration during the 2017–2018 school year.

Methods

Data Collection and Analysis

The RL360 Early Literacy (EL) and Reading assessments provided a percentile rank for all HISD student test-takers in grades K–12. A combination of four files: Star Early Literacy (SEL), Star Early Literacy Spanish (SELS), Star Reading (SR), and Star Reading Spanish (SRS) were used in this report. A total of 165,316 HISD students in grades K–12 had a percentile rank at the Beginning of Year (BOY) on the RL360 Early

Literacy (EL) or RL360 Reading assessment. The percentile ranks from the BOY testing window (September 20, 2017, to October 13, 2017), were used to place test-takers in one of four categories: Tier 1 (At/Above Reading Benchmark) for HISD test-takers that achieved at or above the 40th percentile rank score; On Watch for HISD test-takers that performed below the 40th percentile rank score but greater than or equal to the 25th percentile rank; Tier 2 (Intervention) for HISD test-takers who performed below the 25th percentile rank score but greater than or equal to the 10th percentile rank; and Tier 3 (Urgent Intervention) for HISD test-takers who performed below the 10th percentile rank score. The cohort used for this report was comprised of HISD students identified as Tier 2 (Intervention) or Tier 3 (Urgent Intervention) based on BOY results on the RL360 EL or Reading assessments.

Demographic data for this report were retrieved from the 2017–2018 Public Education Information Management System Average Daily Attendance (PEIMS ADA) file for all K–12 HISD students who had BOY scores on either the RL360 EL or Reading assessment. These include students' highest-grade level, economic disadvantage status, English Language Learner status, special education status, gender, and race/ethnicity.

The Benchmark Running Record (BRR) helps teachers to set reading goals for students and plan targeted instruction to meet those goals. BRR reading development levels (i.e. More Development Needed, Meeting Expectations, or Advanced Development) for all K–5 HISD students on the 2017–2018 BOY and on the 2017–2018 end-of-year (EOY) were retrieved from the HISD OnTrack Reports portal. For data consolidation and readability, both the Meeting Expectations students and the Advanced Development students were combined. BRR files for 2017–2018 were then linked to Tier Groups to report the percentage of students that either met the Meeting Expectations reading development level or the Advanced Development reading development level on both the BOY BRR and the EOY BRR.

As part of the State of Texas and HISD promotion standards all students in first and second grade must take and meet 80 percent passing on the High Frequency Word Examination (HFWE). The student has up to three opportunities to meet the 80 percent passing standard on the HFWE. Data from both the 2016–2017 and 2017–2018 HFWE data files were linked to Tier 2 and Tier 3 students to determine student HFWE achievement.

State of Texas Assessments of Academic Readiness (STAAR) results for 2016–2017 and 2017–2018 HISD students in grades 3–8 reading (first administration) and End of Course (EOC) English I and English II (first administration, first-time testers and re-testers) results were retrieved from the Cognos_SIS ad hoc package. Scored versions of the STAAR administered in both English and Spanish were used in this report. Only STAAR scores that could be linked to a student ID were used in the analysis. Data from 2016–2017 and 2017–2018 STAAR files were then linked to Tier Groups, as measured by the 2017–2018 BOY RL360 EL and Reading assessments to report student achievement on STAAR progress measure differences year over year by Tier Group. Students in grades 4–8 that had a STAAR Reading progress measure and students that had a STAAR EOC English II progress measure were both used in this report. Not all students had a documented STAAR Reading or STAAR EOC English II progress measure. The lack of a STAAR progress measure could be explained by the student not taking the prior year assessment.

During the 2017-2018 school year, HISD students in grades K–12 identified as Tier 2 or Tier 3 by the BOY scores on the RL360 EL or Reading assessments, were provided with intervention to support student learning. The nature and frequency of individual student learning interventions were available through the Chancery Response to Intervention (RTI) portal. RTI data for this report included only those students who

had at least one RTI record in either English Language Arts (ELA) Tier II or ELA Tier III level with an intervention start between 08/25/2017 and 06/01/2018, both dates included.

The HISD Office of Special Education Services (OSES) provided data on the number of IAT requests for an Admission, Review and Dismissal/Individualized Education Program (ARD/IEP) committee review of a students' eligibility for special education services for the 2017–2018 school year up to and including May 3, 2018. These data were linked to Chancery RTI data to ascertain the number of students with documented interventions who were referred for ARD/IEP committee consideration.

Numbers were rounded to the nearest whole number in the text, and to the nearest tenth in the tables. Numbers were rounded up if the next digit was five or higher and were not changed if the next digit was lower, so 11.49 was recorded as 11.5 in a table and 11 in the text, while 11.5 was recorded as 11.5 in the table and 12 in the text.

Data Limitations

One data limitation is that there is no growth measure provided within the data files for the RL360 Early Literacy assessment or RL360 Reading assessment. This data limitation does not allow the researcher the opportunity to determine if a student made the progress expected on the RL360 Early Literacy assessment or RL360 Reading assessment

Results

How did 2017–2018 HISD students in grades K–12 who took the Beginning-of-Year (BOY) RL360 Early Literacy (EL) or Reading assessment perform on the BOY RL360 EL or Reading assessment?

Figure 1. HISD Achievement on BOY RL360 EL or Reading Assessment, Spanish and English combined by Tier Group, 2017–2018
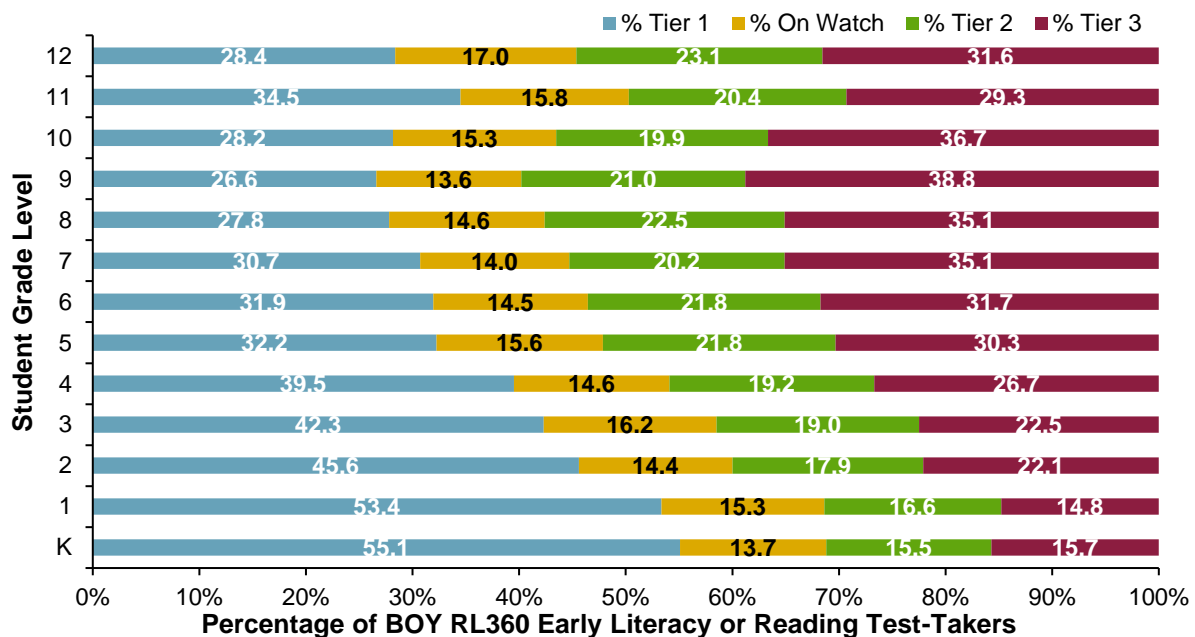
Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file
Note: Percentages may not total 100 percent due to rounding.

- A total of 165,316 students in K–12 had BOY scores on the RL360 EL or Reading assessment (**Figure 1,** p. 5; **Table 1,** p. 18).

- Of all BOY RL360 EL and Reading assessment test-takers a total of 32,534 (20 percent) students were identified as Tier 2, Intervention, and 45,752 (28 percent) were identified as Tier 3, Urgent Intervention (Figure 1 and Table 1).

- As shown in Figure 1, ninth grade had the highest proportion (39 percent) with percentile scores placing them in Tier 3, while twelfth grade had the highest proportion (23 percent) of Tier 2 students.

In 2017–2018, what were the demographics for students that participated in the Beginning of Year (BOY) RL360 Early Literacy (EL) or Reading assessment?

- Of all BOY RL360 Early Literacy or RL360 Reading assessment test-takers, 75 percent were economically disadvantaged (**Table 2**, p. 19). Large proportions of students were economically disadvantaged within all BOY RL360 EL and Reading assessment Tier groups with Tier 1 at 61 percent being the smallest, followed by On Watch (79 percent), then Tier 2 (83 percent) and finally Tier 3 (85 percent) (**Figure 2**; Table **3**, p. 20; **Table 4,** p. 21, **Table 5**, p. 22; **Table 6**, p. 23).

- The largest percentage difference of RL360 EL and Reading assessment test-takers with regards to English language learner status was between Tier 1 students (24 percent) and Tier 3 students (46 percent) (Figure 2; Table 3; Table 4; Table 5; Table 6).

- As shown in Figure 2, 14 percent of Tier 3 students and five percent of Tier 2 students were identified as being in special education, with one percent of Tier 1 students and three percent of On Watch students identified as being in special education (Figure 2; Table 3; Table 4; Table 5; Table 6).

Figure 2. Demographics of Tier 1, On Watch, Tier 2 and Tier 3 Students, 2017–2018
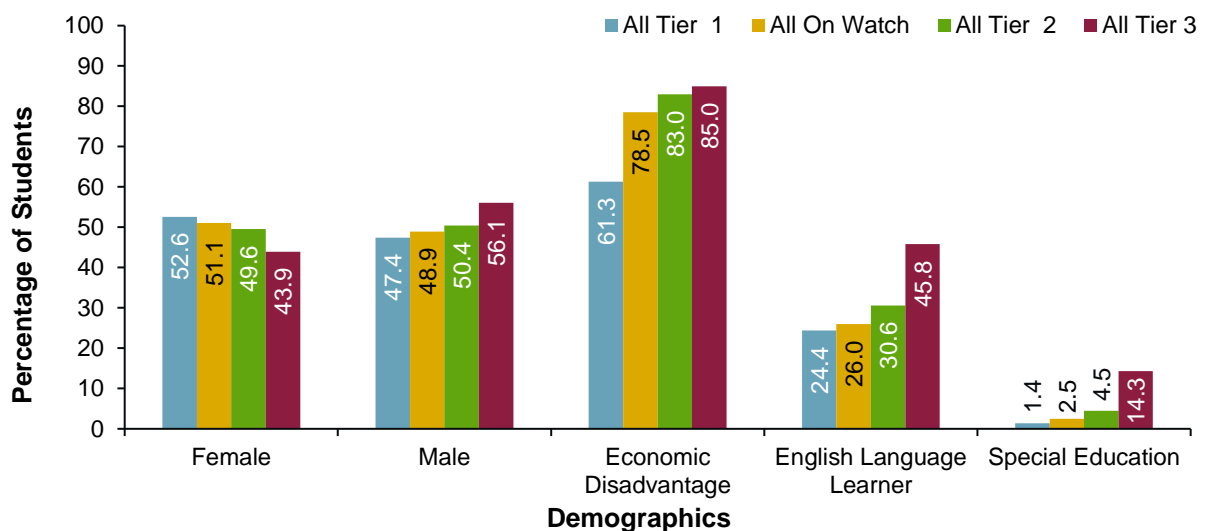
Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

- Of the 165,316 HISD students grades K–12 that took either the BOY RL360 EL or RL360 Reading assessment, the highest proportion of test-takers were Hispanic with 63 percent, followed by African American (23 percent), and White (8 percent) (**Table 7**, p. 24). This is reflective of the district's student population.

- Hispanics accounted for the largest proportion of RL360 EL and Reading assessment test-takers in Tier 1 (56 percent), On Watch (67 percent), Tier 2 (68 percent), and Tier 3 (69 percent) (**Figure 3**; **Table 8**, p. 25; **Table 9**, p. 26; **Table 10**, p. 27; **Table 11**, p. 28).

- African American students accounted for 18 percent of Tier 1 RL360 EL and Reading assessment test-takers, followed by On Watch (25 percent), and 26 percent of both Tier 2 and Tier 3 students (Figure 3; Table 8; Table 9; Table 10; Table 11).

Figure 3. Race/Ethnic Demographics of Tier 1, On Watch, Tier 2, and Tier 3 Students 2017–2018
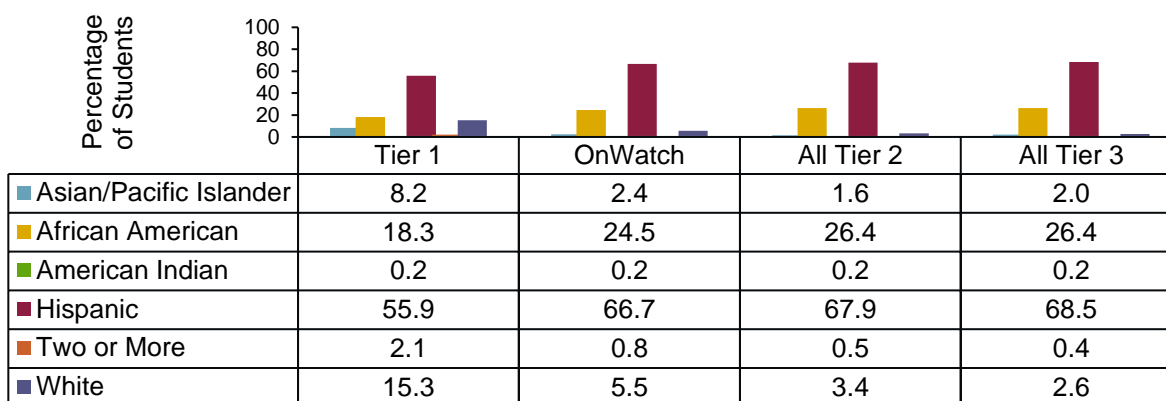
|	Tier 1	OnWatch	All Tier 2	All Tier 3
Asian/Pacific Islander	8.2	2.4	1.6	2.0
African American	18.3	24.5	26.4	26.4
American Indian	0.2	0.2	0.2	0.2
Hispanic	55.9	66.7	67.9	68.5
Two or More	2.1	0.8	0.5	0.4
White	15.3	5.5	3.4	2.6

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file
Note: Percentages may not total 100 percent due to rounding.

Figure 4. Distribution of Race/Ethnicity Groups by BOY Tier Group, 2017–2018
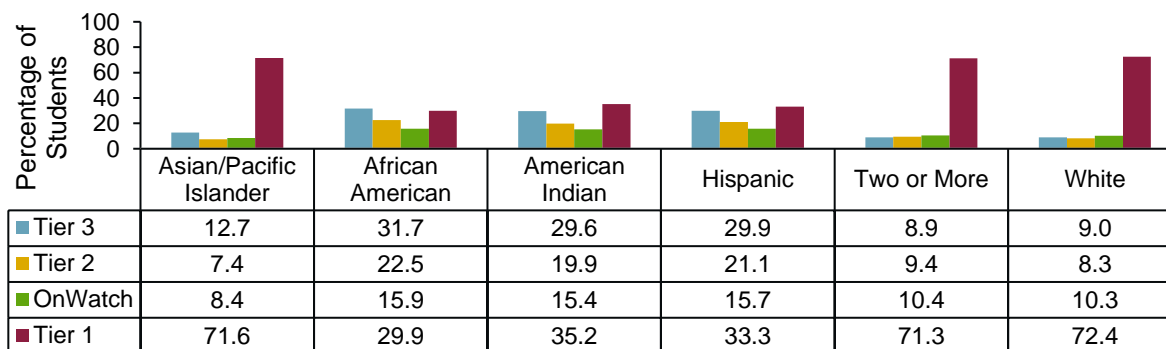
	Asian/Pacific Islander	African American	American Indian	Hispanic	Two or More	White
Tier 3	12.7	31.7	29.6	29.9	8.9	9.0
Tier 2	7.4	22.5	19.9	21.1	9.4	8.3
OnWatch	8.4	15.9	15.4	15.7	10.4	10.3
Tier 1	71.6	29.9	35.2	33.3	71.3	72.4

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

- As shown in **Figure 4**, the largest proportion of Hispanic students tested were Tier 1 (33 percent) followed by Tier 3 (30 percent), Tier 2 (21 percent), and On Watch (16 percent) (Table 8; Table 9; Table 10; Table 11).

- Of all African American students tested, the largest proportion were Tier 3 (32 percent) followed by Tier 1 (30 percent), Tier 2 (23 percent), and On Watch (16 percent) (Figure 4; Table 8; Table 9; Table 10; Table 11).

What was student achievement on the EOY RL360 Early Literacy (EL) or RL360 Reading assessment for HISD students in grades K–12 identified as Tier 2 or Tier 3, as measured by their achievement on the 2017–2018 BOY RL360 EL or Reading assessment?

Figure 5. Percentage of Grades K–12 Students Who Met or Exceeded the Benchmark Score on the EOY RL360 EL or Reading Assessment by BOY Tier Group, English and Spanish Combined, 2017–2018
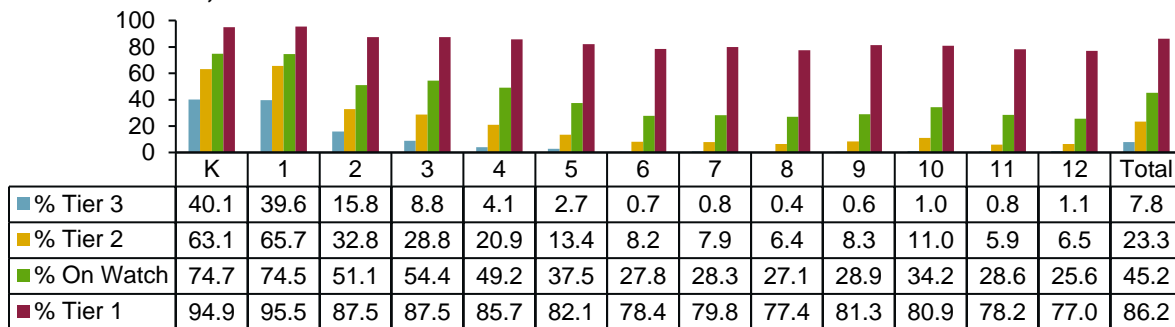
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
■ % Tier 3	40.1	39.6	15.8	8.8	4.1	2.7	0.7	0.8	0.4	0.6	1.0	0.8	1.1	7.8
■ % Tier 2	63.1	65.7	32.8	28.8	20.9	13.4	8.2	7.9	6.4	8.3	11.0	5.9	6.5	23.3
■ % On Watch	74.7	74.5	51.1	54.4	49.2	37.5	27.8	28.3	27.1	28.9	34.2	28.6	25.6	45.2
■ % Tier 1	94.9	95.5	87.5	87.5	85.7	82.1	78.4	79.8	77.4	81.3	80.9	78.2	77.0	86.2

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

- Overall, 86 percent of Tier 1, 45 percent of On Watch, 23 percent of Tier 2, and eight percent of Tier 3 students met or exceeded the benchmark score (40th percentile) on the 2017–2018 EOY RL360 EL and Reading assessment (**Figure 5**; **Table 12,** p. 29; **Table 13**, p. 29).

- As shown in Figure 5, by grade, the largest proportion of Tier 2 students that met or exceeded the benchmark on the EOY RL360 EL or Reading assessment were in first grade (66 percent) and the largest proportion of Tier 3 students that met or exceeded the benchmark were in kindergarten and first (both at 40 percent) (Table 12; Table 13).

What was student reading level achievement as recorded on the 2017–2018 Benchmark Running Record (BRR) at both BOY and EOY for HISD students in grades K–5 identified as Tier 2 or Tier 3, as measured by their achievement on the 2017–2018 BOY RL360 Early Literacy or Reading assessment?

Figure 6. Percentage of All HISD Students Grades K–5 that Achieved the Meeting Expectations or Advanced Development Reading Benchmark at BOY and at EOY on BRR, 2017–2018
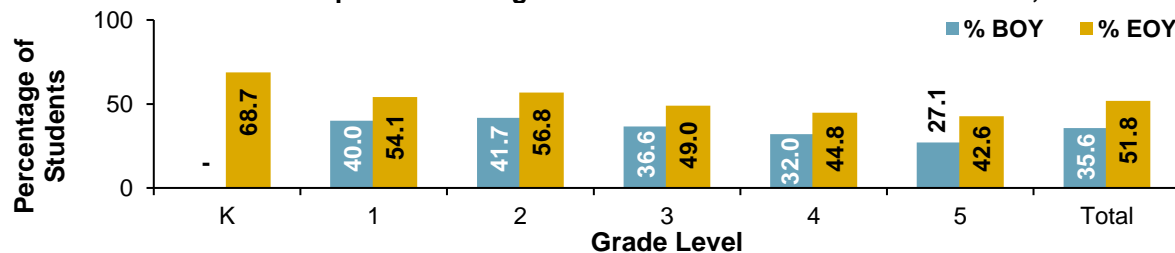
Source: Benchmark Running Records student data files, 2018
Note: Numbers may differ from previous reports. Highest scores were selected where students had multiple assessments during the testing window.
- means there is no benchmark reading level for kindergarten students on the BRR BOY.

- Overall, for all grade levels, 36 percent achieved the Meeting Expectations or Advanced Development reading benchmark at BOY and 52 percent achieved the Meeting Expectations or Advanced Development reading benchmark at EOY (**Figure 6**, p. 8; **Table 14,** p. 30).

- As shown in Figure 6, of all grade levels where both BOY and EOY reading benchmarks were reported, second grade had the highest proportion achieve the Meeting Expectations or Advanced Development reading benchmark at both BOY (42 percent) and EOY (57 percent) (Table 14).

- As shown in **Figure 7**, Tier 2 students had a higher percentage achieve the Meeting Expectations or Advanced Development reading benchmark on the BRR than Tier 3 students at both BOY (15 percent versus 5 percent) and EOY (29 percent versus 13 percent) (**Table 15**, p. 30; **Table 16**, p. 31).

- When comparing BOY BRR to EOY BRR outcomes, the largest percentage-point increase in achieving the Meeting Expectations or Advanced Development reading benchmark occurred for On Watch students (22 percent), followed by Tier 1 students (16 percent), then Tier 2 students (14 percent), and Tier 3 students (8 percent) (Figure 7; Table 15; Table 16).

Figure 7. Percentage of Students Grades K–5 that Achieved the Meeting Expectations or Advanced Development Reading Benchmark at BOY and at EOY on BRR by Tier Group, 2017–2018

	% Tier 3 Met	% Tier 2 Met	% On Watch Met	% Tier 1 Met	% Tier 3 Met	% Tier 2 Met	% On Watch Met	% Tier 1 Met
		BOY				EOY		
Grade K	-	-	-	-	31.8	45.9	64.6	85.7
Grade 1	6.9	13.6	20.5	64.1	13.6	27.6	39.4	77.1
Grade 2	5.6	17.9	35.1	71.0	12.5	34.6	56.9	85.4
Grade 3	4.9	16.8	31.8	63.6	8.6	29.2	49.0	78.0
Grade 4	4.8	14.8	28.1	58.9	10.1	26.9	46.2	74.7
Grade 5	4.7	12.0	24.2	57.3	10.9	30.7	47.7	78.9
Total	5.2	14.9	28.0	63.6	12.7	29.3	49.7	79.9
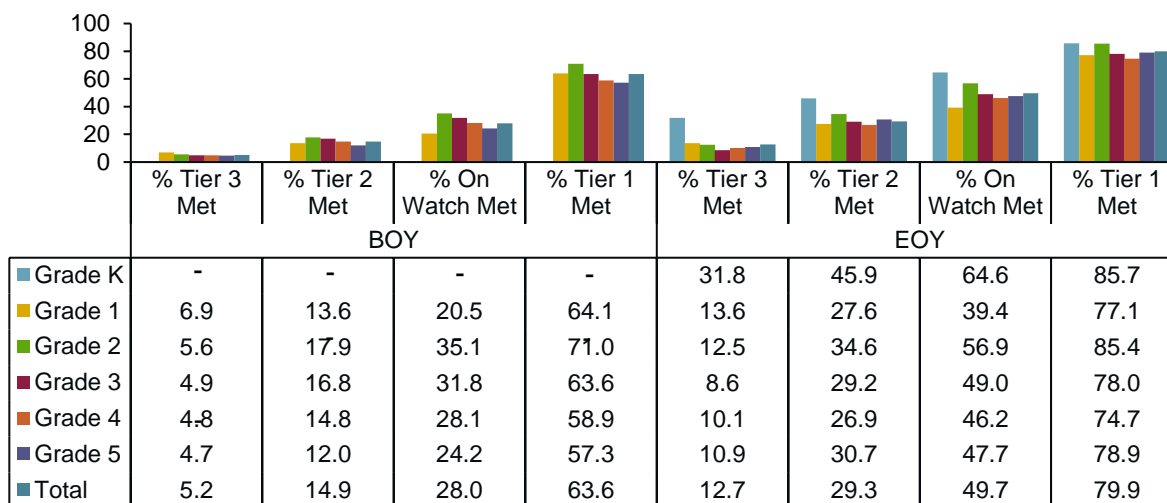
Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; Benchmark Running Records student data files, 2018

Note: Students had to have both a BOY and EOY BRR for inclusion in this analysis.

    - means there is no benchmark reading level for kindergarten students on the BRR BOY.

What was student achievement on the 2017–2018 High Frequency Word Examination (HFWE) at both the beginning of year and end of year for HISD students identified as Tier 2 or Tier 3, as measured by student achievement on 2017–2018 BOY RL360 Early Literacy (EL) or Reading Assessment?

- In 2017–2018, 86 percent of first-graders and 92 percent of second graders met the passing standard on the HFWE by the end of the year (**Figure 8**, p. 10; **Table 17**, p. 31).

Figure 8. Cumulative Percentage of HISD Students Who Met the Passing Standard on the HFWE, English, Spanish, and Dual Language, 2017–2018
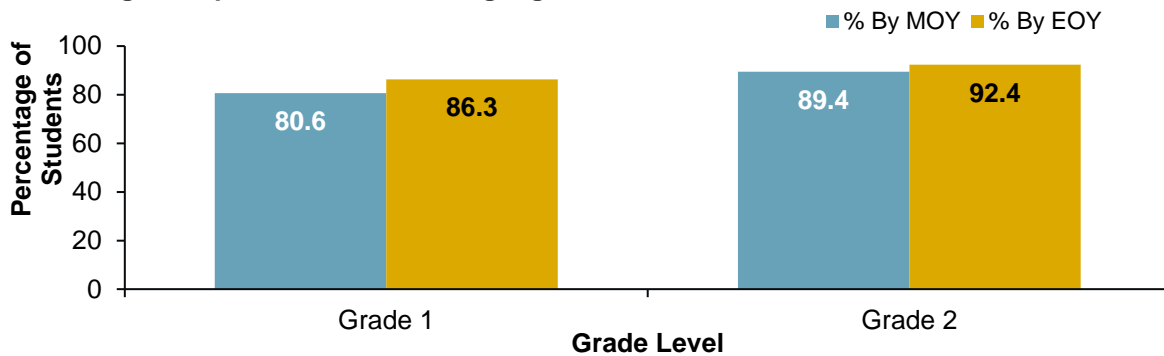
Source: 2017–2018 HFWE Test Sessions: Database
Note: HISD students in grade 1 and grade 2 must meet the HFWE passing standard once an academic year to be promoted to the next grade level. Highest scores were selected where students had multiple assessments during the testing window.

- Students at all tiers had higher percentages of students passing the HFWE at EOY than MOY (or BOY). Grade 1 Tier 3 students made the greatest gains (10 percentage points), followed by Grade 1 Tier 2 (nine percentage points) and Grade 1 On Watch and Grade 2 Tier 3 students (six percentage points) (**Figure 9; Table 18**, p. 32; **Table 19**, p. 32).

Figure 9. Cumulative Percentage of BOY RL360 Early Literacy or RL360 Reading Test-Takers Who Met the Passing Standard on the HFWE, English, Spanish, and Dual Language, 2017–2018
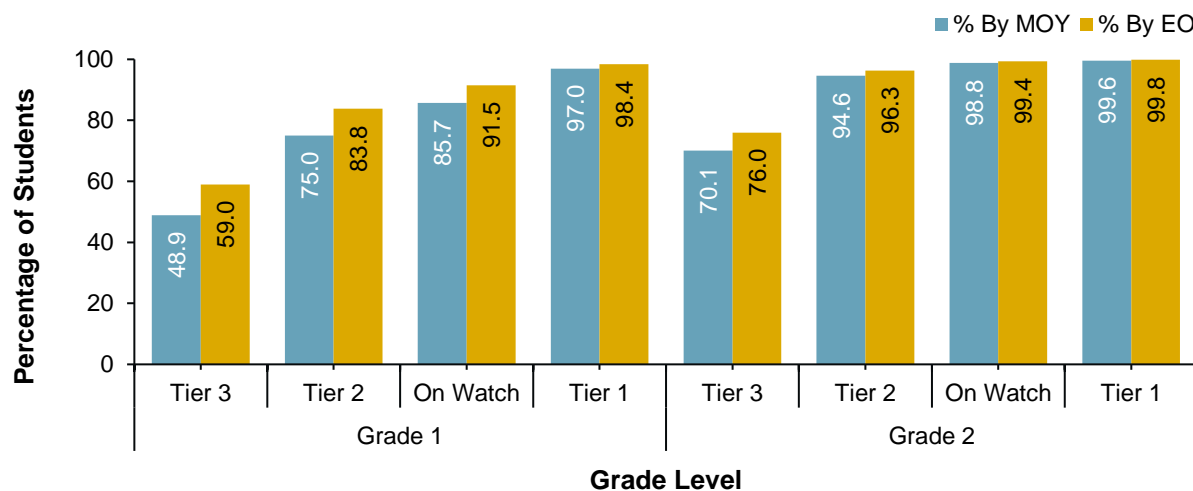
Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 HFWE Test Sessions: Database
Note: HISD students in grade 1 and grade 2 must meet the HFWE passing standard once an academic year to be promoted to the next grade level. Highest scores were selected where students had multiple assessments during the testing window.

- Tier 3 student in Grade 1 had the lowest percentage (59 percent) of students meeting promotion standards at the end of the year (Table 19).

What was student achievement on STAAR 3–8 Reading, STAAR English I or English II in 2016–2017 and 2017–2018 for HISD students in grades 3–12 identified as Tier 2 or Tier 3, as measured by the 2017–2018 BOY RL360 Reading assessment?

Figure 10. Percentage of All HISD STAAR Reading Testers Spring Administration in Grades 3–8 Achieving At or Above the Approaches Grade Level Standard on STAAR Reading, English and Spanish Combined, 2016–2017 and 2017–2018
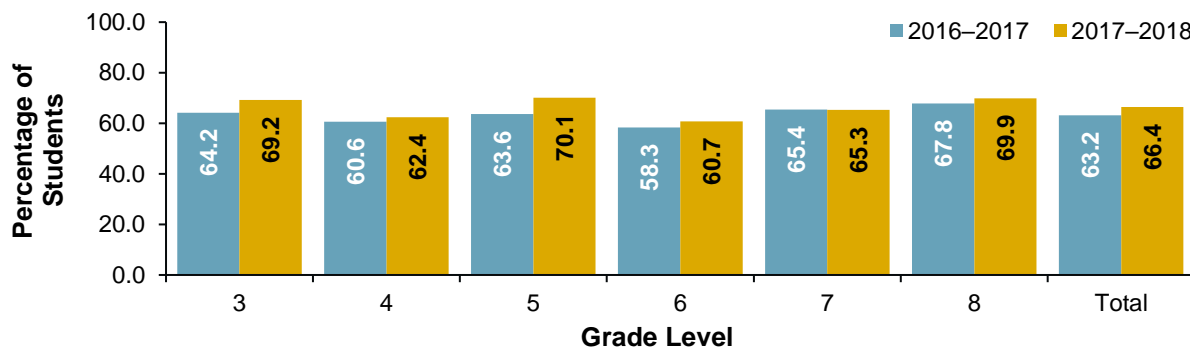
Source: Cognos, STAAR files, retrieved June 15, 2017; Cognos, STAAR files, retrieved September 25, 2018

- As shown in **Figure 10**, a higher proportion of students in grades 3–8 achieved at or above the Approaches Grade Level standard on the STAAR Reading exam in 2017–2018 when compared to 2016–2017. Grade 5 students made the greatest gains (six percentage points) (**Table 20**, p. 32).

Figure 11. Percentage of All First-Time and Retested HISD Students in Grades 9–12 Achieving At or Above the Approaches Grade Level Standard on STAAR English I or English II, 2016–2017 and 2017–2018
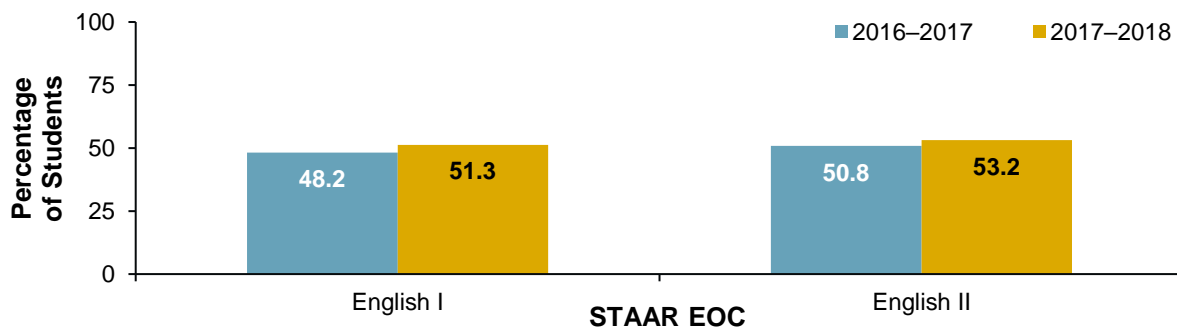
Source: Cognos, STAAR files, retrieved June 15, 2017; Cognos, STAAR files, retrieved September 25, 2018

- The 2017–2018 STAAR EOC English I exam results showed a higher percentage of first-time and retested students achieving at or above the Approaches Grade Level standard when compared to 2016–2017 school year (48 percent to 51 percent, respectively) (**Figure 11**; **Table 21**, p. 33).

- Also, 2017–2018 saw an increase in the percentage of first-time and retested students achieving at or above the Approaches Grade Level standard on STAAR EOC English II when compared to 2016–2017 (51 percent and 53 percent, respectively) (Figure 11; Table 21).

- As shown in **Figure 12** (p. 12), the largest percentage-point gap between BOY Tier 3 students and BOY Tier 1 students achieving at or above the Approaches Grade Level standard on the Grade 3–8 STAAR reading exam occurred in Grade 6 (19 percent and 97 percent, respectively) (**Table 22**, p. 33; **Table 23**, p. 33; **Table 24**, p. 34; and **Table 25**, p. 34).

Figure 12. Results for RL360 Reading BOY Tier Group Students in Grades 3–8 Achieving At or Above the Approaches Grade Level Standard on STAAR Reading English and Spanish Combined, 2017–2018

	Tier 3 % Met	Tier 2 % Met	On Watch % Met	Tier 1 % Met
Grade 3	26.2	58.5	80.3	94.9
Grade 4	19.4	48.9	74.4	94.3
Grade 5	32.0	69.7	88.7	98.1
Grade 6	18.9	57.7	83.1	97.3
Grade 7	26.8	70.9	89.7	98.5
Grade 8	32.2	78.5	94.8	99.3
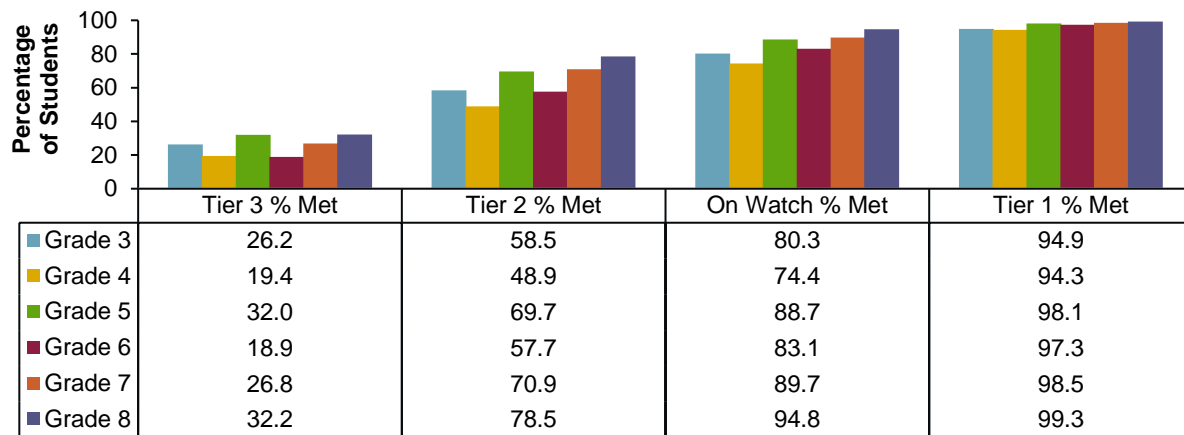
Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; Cognos, STAAR English and STAAR Spanish files, retrieved June 18, 2018

- The largest percentage-point gap between BOY Tier 2 students and BOY Tier 1 students achieving at or above the Approaches Grade Level standard on the Grade 3–8 STAAR reading exam occurred in Grade 4 (49 percent and 94 percent, respectively) (Figure 12; Table 22; Table 23; Table 24; Table 25).

Figure 13. Results for RL360 Reading BOY Tier Group Students in Grades 9–12 Achieving At or Above the Approaches Grade Level Standard on the STAAR EOC English I and the STAAR EOC English II, 2017–2018

	Tier 3	Tier 2	On Watch	Tier 1
English I % Met	19.8	68.0	89.2	98.3
English II % Met	20.8	68.5	88.5	98.0
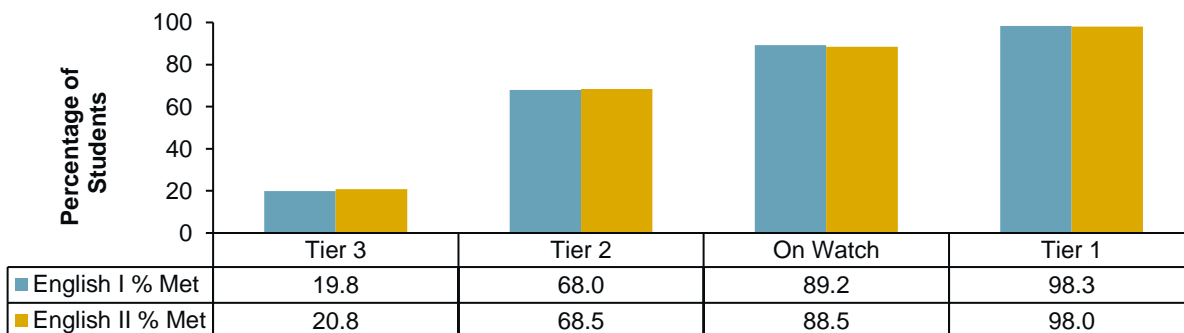
Source: RL360 Reading student data files, 2017–2018; Cognos, STAAR English and STAAR Spanish files, retrieved June 18, 2018

- As shown in **Figure 13**, Tier 3 students had the lowest proportion achieve at or above the Approaches Grade Level standard on both the STAAR EOC English I and STAAR EOC English II exams (20 percent and 21 percent, respectively) (Table 22; Table 23; Table 24; Table 25).

- Further, as shown in Figure 13, on the STAAR EOC English I exam, the Tier 1 students had the highest proportion achieve at or above the Approaches Grade Level standard (98 percent), followed by the On Watch students (89 percent) (Table 22; Table 23; Table 24; Table 25).

- Finally, as shown in Figure 13, on the STAAR EOC English II exam, the Tier 1 students had the highest proportion achieve at or above the Approaches Grade Level standard (98 percent), followed by the On Watch students (89 percent) (Table 22; Table 23; Table 24; and Table 25).

- The percentage of Tier 3 students that did not meet the STAAR progress measure fell from 57 percent in 2016–2017 to 44 percent in 2017–2018, and the percentage of Tier 2 students that did not meet the STAAR progress measure fell from 52 percent in 2016–2017 to 41 percent in 2017–2018 (**Figure 14**; and **Table 26**, p. 35).

- Students that achieved Tier 2 on the RL360 Reading assessment had the largest percentage-point gain in meeting the STAAR progress measure from 2016–2017 (35 percent) to 2017–2018 (40 percent). (Figure 14; Table 26).

- Tier 1 students had the largest percentage-point gain in exceeding the STAAR progress measure from 2016–2017 (7 percent) to 2017–2018 (27 percent) (Figure 14; Table 26).

Figure 14. Results for RL360 Reading BOY Tier Group Students on STAAR Progress Measure Achievement for STAAR Reading, STAAR EOC English I and STAAR EOC English II, 2016–2017 and 2017–2018
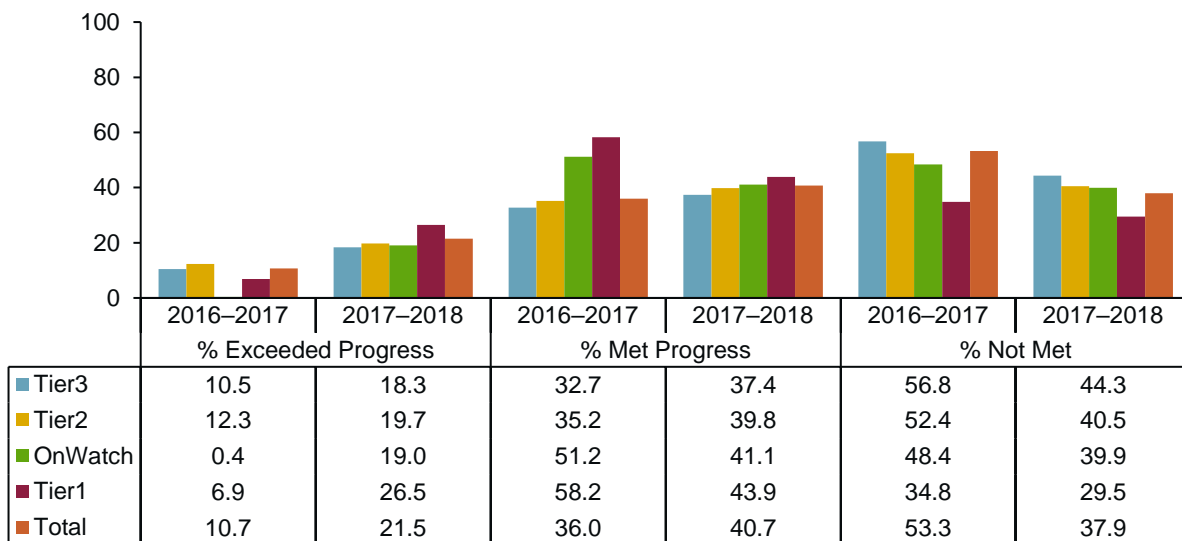
	2016–2017	2017–2018	2016–2017	2017–2018	2016–2017	2017–2018
	% Exceeded Progress		% Met Progress		% Not Met	
■ Tier3	10.5	18.3	32.7	37.4	56.8	44.3
■ Tier2	12.3	19.7	35.2	39.8	52.4	40.5
■ OnWatch	0.4	19.0	51.2	41.1	48.4	39.9
■ Tier1	6.9	26.5	58.2	43.9	34.8	29.5
■ Total	10.7	21.5	36.0	40.7	53.3	37.9

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; Cognos, STAAR English and STAAR Spanish files, retrieved June 18, 2018

What was student achievement on the EOY RL360 EL assessment or EOY RL360 Reading assessment for HISD students in grades K–12 identified as Tier 2 or Tier 3, as measured by the 2017–2018 BOY RL360 EL assessment or BOY RL360 Reading assessment, that had documented interventions in Chancery Response to Intervention (RTI) portal under English Language Arts (ELA) Tier II or ELA Tier III?

- As shown in **Figure 15** (p.14), of the students in a RL360 BOY Tier Group and with at least one documented intervention in the RTI portal, the largest percentage-point gap in achieving EOY Tier 1 after receiving documented Supplemental Instruction (ELA II) was 48 percentage points between BOY

Tier 3 and BOY Tier 1(**Table 27**, p. 36; **Table 28**; p. 37; **Table 29**, p. 37; **Table 30**, p. 38; **Table 31**, p. 39; **Table 32**, p. 39).

Figure 15. Percentage of EOY Tier 1 Achievement on the EOY RL360 EL and the EOY RL360 Reading for all BOY Tier Group Students Who Had Documented Interventions in RTI Portal ELA Tier II or ELA Tier III, 2017–2018
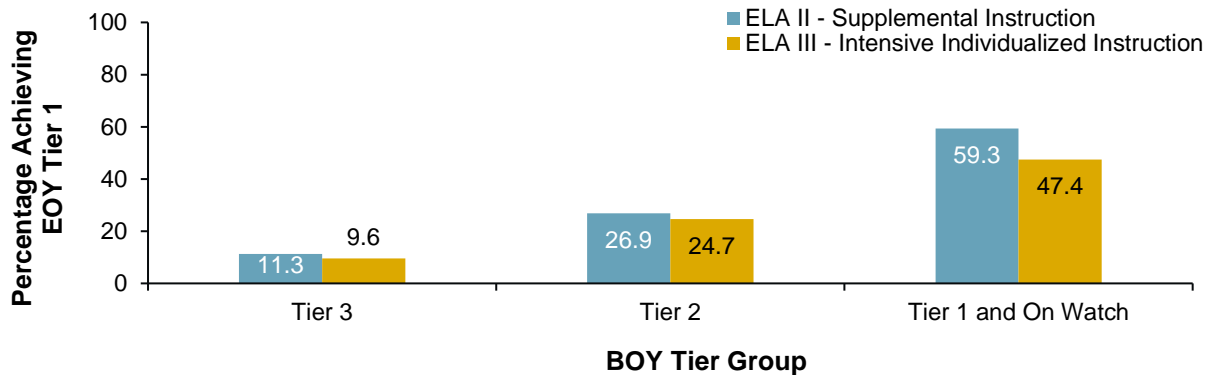
Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; R52CH 2017–2018 RTI Data for IAT

- Of the students in a RL360 BOY Tier Group and with at least one documented intervention in the RTI portal, the largest percentage-point gap in achieving EOY Tier 1 after receiving at least one documented Intensive Individualized Instruction intervention (ELA III) was 37 percentage points between BOY Tier 3 and BOY Tier 1 (Figure 15; Table 27; Table 28; Table 29; Table 30; Table 31; Table 32).

Figure 16. EOY Tier Results on the EOY RL360 EL and the EOY RL360 Reading for BOY Tier 2 and Tier 3 Students Who Had Documented Interventions in RTI Portal ELA Tier II or ELA Tier III, 2017–2018
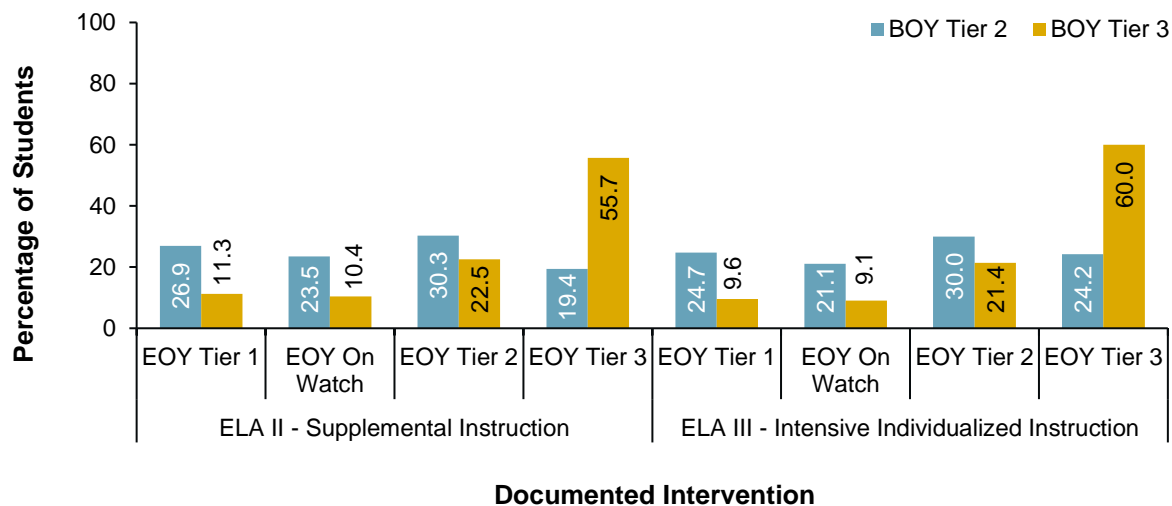
Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; R52CH 2017–2018 RTI Data for IAT

- As shown in **Figure 16**, 27 percent of BOY Tier 2 students, with at least one documented Supplemental Instruction intervention, achieved Tier 1 on the EOY RL360 Reading assessment while 19 percent of Tier 2 that received at least one documented Supplemental Instruction intervention regressed to Tier 3 on the EOY RL360 Reading assessment (Table 27; Table 28; Table 29; Table 30; Table 31; Table 32).

- Fifty–six percent of BOY Tier 3 students, with at least one documented Supplemental Instruction intervention, remained at Tier 3 on the EOY RL360 Reading assessment while 11 percent of Tier 3 students that received at least one documented Supplemental Instruction intervention achieved Tier 1 on the EOY RL360 Reading assessment (Figure 16, p.14; Table 27; Table 28; Table 29; Table 30; Table 31; Table 32).

- Further, 25 percent of BOY Tier 2 students, with at least one documented Intensive Individualized Instruction intervention, achieved Tier 1 on the EOY RL360 Reading assessment while 24 percent of Tier 2 that received at least one documented Intensive Individualized Instruction intervention regressed to Tier 3 on the EOY RL360 Reading assessment (Figure 16; Table 27; Table 28; Table 29; Table 30; Table 31; Table 32).

- Finally, 10 percent of BOY Tier 3 students, with at least one documented Intensive Individualized Instruction intervention, achieved Tier 1 on the EOY RL360 Reading assessment while 60 percent of Tier 3 that received at least one documented Intensive Individualized Instruction intervention remained at Tier 3 on the EOY RL360 Reading assessment (Figure 16; Table 27; Table 28; Table 29; Table 30; Table 31; Table 32).

Figure 17. Results for IAT Request for Special Education Services Evaluation through EasyIEP, by Tier Group, 2017–2018
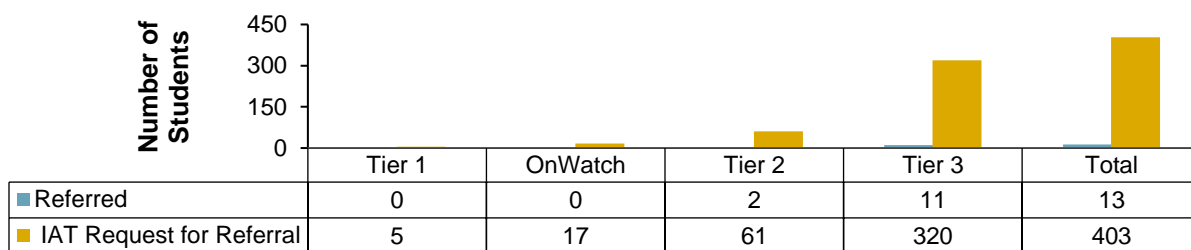
	Tier 1	OnWatch	Tier 2	Tier 3	Total
Referred	0	0	2	11	13
IAT Request for Referral	5	17	61	320	403

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; R52CH 2017–2018 RTI Data for IAT; IAT Meeting Outcome Report May 3, 2018

- As shown in **Figure 17**, for all students that took the 2017–2018 BOY universal screener, a total of 403 IAT requests for special education evaluation were submitted through EasyIEP, with a total of 13 students being referred for special education evaluation.

Discussion

In 2017–2018, a total of 165,316 students in grades K–12 took the beginning-of-year (BOY) universal screener. The results of this screener identified 32,534 students in need of intervention (Tier 2), and 45,752 students in need of urgent intervention (Tier 3). The Intervention Assistance Team provided support to both Tier 2 and Tier 3 students in achieving their appropriate developmental reading level as measured by one or more of the following: meeting or exceeding their projected reading progress goal as measured on the middle-of-year (MOY) or end-of-year (EOY) RL360 Early Literacy and RL360 Reading assessment; meeting expectations or advanced development level reading benchmark on the BRR (grades K-5); passing the HFWE exam (grades 1 and 2); grades 3–8 achievement on STAAR Reading; grades 9–12 achievement on the STAAR English I or the STAAR English II; and for grades 4–12 meeting the STAAR progress measure. If students receiving documented IAT support did not meet the appropriate developmental

reading level, the IAT campus committee could request an evaluation for special education services (Houston Independent School District, 2017).

Of all the BOY Tier 2 students tested at EOY, 6,175 (23 percent) achieved Tier 1. As for the BOY Tier 3 students tested at EOY, 2,774 (eight percent) achieved Tier 1. Exposure to interventions through IAT support may have given these students the skills needed to meet the reading benchmark score on the RL360 Early Literacy assessment or the RL360 Reading assessment.

When comparing BOY BRR to EOY BRR outcomes, the BOY Tier 2 students had a 14 percentage-point gain in achieving the Meeting Expectation or Advanced Development reading benchmark. BOY Tier 3 students experienced an eight percentage-point gain in achieving the Meeting Expectation or Advanced Development reading benchmark. Exposure to interventions through IAT support may have given students the skills needed to meet the appropriate BRR reading benchmark.

All tiers had higher percentages of students passing the HFWE at EOY than MOY (or BOY). Grade 1 Tier 3 made the greatest gains (10 percentage points), followed by Grade 1 Tier 2 (nine percentage points) and Grade 1 On Watch and Grade 2 Tier 3 students (six percentage points). Exposure to interventions through IAT support may have given students the skills needed to pass the HFWE.

There was a large percentage-point gap between BOY Tier 2 students and BOY Tier 1 students achieving at or above the Approaches Grade Level standard on the Grade 3–8 STAAR reading exam occurring in Grade 4 (49 percent and 94 percent, respectively); as well as, a large percentage-point gap between BOY Tier 3 students and BOY Tier 1 students on achieving at or above the Approaches Grade Level standard on the Grade 3–8 STAAR reading exam occurring in Grade 6 (19 percent and 97 percent, respectively). These disparities in STAAR reading achievement could be an indication that the RL360 Early Literacy assessment and the RL360 Reading assessment accurately identified students most in need of IAT program support.

Tier 3 students had the lowest proportion achieve at or above the Approaches Grade Level standard on both the STAAR EOC English I and STAAR EOC English II exams (20 percent and 21 percent, respectively). These STAAR exam results could be another indication of the RL360 Reading assessment accurately identifying students most in need of the IAT program.

The percentage of Tier 2 students not meeting the STAAR Progress Measure fell in 2017–2018 (41 percent) when compared to 2016–2017 (52 percent). The percentage of Tier 3 students not meeting the STAAR Progress Measure fell in 2017–2018 (44 percent) when compared to 2016–2017 (57 percent). Exposure to interventions through IAT support may have given a higher percentage of students the skills needed to meet the STAAR progress measure.

Following Supplemental Instruction and Intensive Instructional Support, a percentage of both the Tier 2 students (50 percent and 46 percent, respectively) and the Tier 3 students (44 percent and 40 percent, respectively) showed improvement in reading development at EOY, however at EOY a percentage of the Tier 2 students showed regression in reading development level, and a percentage of the Tier 3 students remained at the same reading development level. First, after receiving Supplemental Instruction, 19 percent Tier 2 students regressed to Tier 3 at EOY. Further, 56 percent of BOY Tier 3 students remained at Tier 3 at EOY. Second, after receiving Intensive Individual Instruction, 24 percent of Tier 2 students regressed to Tier 3 at EOY, and 60 percent of BOY Tier 3 students remained at Tier 3 at EOY. This shows that not all

students are experiencing the expected improvement in reading development following documented intervention.

After documented IAT support in Chancery RTI was reviewed, a total of 381 Tier 2 and Tier 3 students had an IAT request for referral for special education services through EasyIEP, and a total of 13 students were referred for evaluation. These results should be tempered by the relatively low number of Tier 2 and Tier 3 students that had documented interventions in Chancery.

The IAT program identified and supported HISD students that needed additional educational supports beyond the general classroom instruction. This support involved collaboration of campus education professionals to provide intervention recommendations on an individual student basis. The results of this collaboration could be inferred from the minimal increase in reading achievement that the identified students experienced, as measured by the RL360 Early Literacy assessment and the RL360 Reading assessment.

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Individuals with Disabilities Education Act of 2004, 20 U.S.C. § 1414 (2012).

U.S. Department of Education. (2018). *Texas Part B 2017 Monitoring Visit Letter.* Retrieved from https://www2.ed.gov/fund/data/report/idea/partbdmsrpts/dms-tx-b-2017-enclosure.pdf

Appendix A

Table 1. Results for HISD Students Who Took the BOY Universal Screener Reading Test, Spanish and English Combined, By Tier, 2017–2018									
Grade	N Tested	N Tier 1	% Tier 1	N On Watch	% On Watch	N Tier 2	% Tier 2	N Tier 3	% Tier 3
K	12,898	7,110	55.1	1,770	13.7	1,998	15.5	2,020	15.7
1	15,215	8,121	53.4	2,324	15.3	2,523	16.6	2,246	14.8
2	15,609	7,115	45.6	2,255	14.4	2,796	17.9	3,444	22.1
3	16,025	6,784	42.3	2,590	16.2	3,040	19.0	3,611	22.5
4	15,522	6,132	39.5	2,268	14.6	2,975	19.2	4,147	26.7
5	15,430	4,976	32.2	2,404	15.6	3,371	21.8	4,679	30.3
6	11,214	3,581	31.9	1,629	14.5	2,444	21.8	3,560	31.7
7	11,822	3,629	30.7	1,655	14.0	2,383	20.2	4,155	35.1
8	11,117	3,091	27.8	1,625	14.6	2,497	22.5	3,904	35.1
9	12,183	3,237	26.6	1,658	13.6	2,564	21.0	4,724	38.8
10	10,571	2,979	28.2	1,614	15.3	2,101	19.9	3,877	36.7
11	8,960	3,095	34.5	1,418	15.8	1,825	20.4	2,622	29.3
12	8,750	2,482	28.4	1,488	17.0	2,017	23.1	2,763	31.6
Total	165,316	62,332	37.7	24,698	14.9	32,534	19.7	45,752	27.7

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

Table 2. Demographic Characteristics of HISD BOY Test-Takers, Grades K–12, Fall 2017										
Grade	BOY Test-takers N	Gender				Economic Disadvantage		English Language Learner		Special Education	
		Female		Male							
		N	%	N	%	N	%	N	%	N	%
K	12,898	6,335	49.1	6,563	50.9	9,534	73.9	5,462	42.3	397	3.1
1	15,214	7,389	48.6	7,825	51.4	11,520	75.7	6,839	45.0	613	4.0
2	15,610	7,644	49.0	7,966	51.0	12,028	77.1	6,937	44.4	725	4.6
3	16,025	7,905	49.3	8,120	50.7	12,459	77.7	6,952	43.4	812	5.1
4	15,522	7,673	49.4	7,849	50.6	12,110	78.0	6,464	41.6	907	5.8
5	15,430	7,654	49.6	7,776	50.4	12,048	78.1	5,813	37.7	991	6.4
6	11,214	5,499	49.0	5,715	51.0	8,573	76.4	3,039	27.1	815	7.3
7	11,822	5,909	50.0	5,913	50.0	8,807	74.5	2,683	22.7	873	7.4
8	11,117	5,574	50.1	5,543	49.9	8,220	73.9	2,189	19.7	799	7.2
9	12,183	5,926	48.6	6,257	51.4	8,888	73.0	2,237	18.4	881	7.2
10	10,571	5,216	49.3	5,355	50.7	7,422	70.2	1,687	16.0	648	6.1
11	8,960	4,492	50.1	4,468	49.9	6,033	67.3	1,097	12.2	523	5.8
12	8,750	4,418	50.5	4,332	49.5	5,854	66.9	1,158	13.2	491	5.6
Total	165,316	81,634	49.4	83,682	50.6	123,496	74.7	52,557	31.8	9,475	5.7

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

Table 3. Demographic Characteristics of BOY Tier 1 Students, Grades K–12, Fall 2017											
Grade	Tier 1 Total	Tier 1									
		Gender				Economic Disadvantage		English Language Learner		Special Education	
		Female		Male							
	N	N	%	N	%	N	%	N	%	N	%
K	7,110	3,720	52.3	3,390	47.7	4,780	67.2	3,110	43.7	125	1.8
1	8,121	4,232	52.1	3,889	47.9	5,609	69.1	3,754	46.2	144	1.8
2	7,115	3,727	52.4	3,388	47.6	4,762	66.9	2,950	41.5	109	1.5
3	6,784	3,594	53.0	3,190	47.0	4,484	66.1	2,650	39.1	95	1.4
4	6,132	3,252	53.0	2,880	47.0	3,948	64.4	1,655	27.0	78	1.3
5	4,976	2,664	53.5	2,312	46.5	2,987	60.0	696	14.0	77	1.5
6	3,581	1,892	52.8	1,689	47.2	2,039	56.9	216	6.0	43	1.2
7	3,629	1,967	54.2	1,662	45.8	1,997	55.0	77	2.1	43	1.2
8	3,091	1,636	52.9	1,455	47.1	1,624	52.5	36	1.2	22	0.7
9	3,237	1,751	54.1	1,486	45.9	1,686	52.1	32	1.0	41	1.3
10	2,979	1,568	52.6	1,411	47.4	1,520	51.0	14	0.5	34	1.1
11	3,095	1,574	50.9	1,521	49.1	1,584	51.2	10	0.3	30	1.0
12	2,482	1,206	48.6	1,276	51.4	1,209	48.7	10	0.4	22	0.9
Total	**62,332**	**32,783**	**52.6**	**29,549**	**47.4**	**38,229**	**61.3**	**15,210**	**24.4**	**863**	**1.4**

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

	On Watch Total	On Watch									
Grade		**Gender**				**Economic Disadvantage**		**English Language Learner**		**Special Education**	
		Female		**Male**							
	N	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
K	1,770	891	50.3	879	49.7	1,424	80.5	715	40.4	45	2.5
1	2,324	1,061	45.7	1,263	54.3	1,870	80.5	1,020	43.9	93	4.0
2	2,255	1,146	50.8	1,109	49.2	1,850	82.0	1,091	48.4	72	3.2
3	2,590	1,260	48.6	1,330	51.4	2,142	82.7	1,204	46.5	68	2.6
4	2,268	1,141	50.3	1,127	49.7	1,879	82.8	960	42.3	53	2.3
5	2,404	1,266	52.7	1,138	47.3	1,962	81.6	784	32.6	67	2.8
6	1,629	832	51.1	797	48.9	1,322	81.2	271	16.6	34	2.1
7	1,655	896	54.1	759	45.9	1,309	79.1	149	9.0	36	2.2
8	1,625	883	54.3	742	45.7	1,233	75.9	83	5.1	29	1.8
9	1,658	829	50.0	829	50.0	1,214	73.2	54	3.3	41	2.5
10	1,614	847	52.5	767	47.5	1,151	71.3	47	2.9	30	1.9
11	1,418	750	52.9	668	47.1	1,012	71.4	22	1.6	23	1.6
12	1,488	808	54.3	680	45.7	1,020	68.5	28	1.9	20	1.3
Total	**24,698**	**12,610**	**51.1**	**12,088**	**48.9**	**19,388**	**78.5**	**6,428**	**26.0**	**611**	**2.5**

Table 4. Demographic Characteristics of BOY On Watch Students, Grades K–12, Fall 2017

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

	Tier 2 Total	Tier 2									
Grade		Gender				Economic Disadvantage		English Language Learner		Special Education	
		Female		Male							
	N	N	%	N	%	N	%	N	%	N	%
K	1,998	903	45.2	1,095	54.8	1,654	82.8	845	42.3	81	4.1
1	2,523	1,123	44.5	1,400	55.5	2,121	84.1	1,062	42.1	123	4.9
2	2,796	1,319	47.2	1,477	52.8	2,396	85.7	1,342	48.0	157	5.6
3	3,040	1,527	50.2	1,513	49.8	2,624	86.3	1,503	49.4	137	4.5
4	2,975	1,471	49.4	1,504	50.6	2,593	87.2	1,489	50.1	144	4.8
5	3,371	1,666	49.4	1,705	50.6	2,923	86.7	1,493	44.3	167	5.0
6	2,444	1,224	50.1	1,220	49.9	2,090	85.5	726	29.7	118	4.8
7	2,383	1,211	50.8	1,172	49.2	1,951	81.9	492	20.6	108	4.5
8	2,497	1,317	52.7	1,180	47.3	2,053	82.2	365	14.6	96	3.8
9	2,564	1,312	51.2	1,252	48.8	2,063	80.5	247	9.6	97	3.8
10	2,101	1,063	50.6	1,038	49.4	1,640	78.1	129	6.1	78	3.7
11	1,825	935	51.2	890	48.8	1,380	75.6	129	7.1	79	4.3
12	2,017	1,062	52.7	955	47.3	1,507	74.7	136	6.7	81	4.0
Total	**32,534**	**16,133**	**49.6**	**16,401**	**50.4**	**26,995**	**83.0**	**9,958**	**30.6**	**1,466**	**4.5**

Table 5. Demographic Characteristics of BOY Tier 2 Students, Grades K–12, Fall 2017

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

Table 6. Demographic Characteristics of BOY Tier 3 Students, Grades K–12, Fall 2017											
Grade	Tier 3 Total	Tier 3									
		Gender				Economic Disadvantage		English Language Learner		Special Education	
		Female		Male							
	N	N	%	N	%	N	%	N	%	N	%
K	2,020	821	40.6	1,199	59.4	1,676	83.0	791	39.2	146	7.2
1	2,246	973	43.3	1,273	56.7	1,920	85.5	1,002	44.6	253	11.3
2	3,444	1,452	42.2	1,992	57.8	3,020	87.7	1,553	45.1	387	11.2
3	3,611	1,524	42.2	2,087	57.8	3,209	88.9	1,595	44.2	512	14.2
4	4,147	1,809	43.6	2,338	56.4	3,690	89.0	2,360	56.9	632	15.2
5	4,679	2,058	44.0	2,621	56.0	4,176	89.2	2,840	60.7	680	14.5
6	3,560	1,551	43.6	2,009	56.4	3,122	87.7	1,826	51.3	620	17.4
7	4,155	1,835	44.2	2,320	55.8	3,550	85.4	1,965	47.3	686	16.5
8	3,904	1,738	44.5	2,166	55.5	3,310	84.8	1,705	43.7	652	16.7
9	4,724	2,034	43.1	2,690	56.9	3,925	83.1	1,904	40.3	702	14.9
10	3,877	1,738	44.8	2,139	55.2	3,111	80.2	1,497	38.6	506	13.1
11	2,622	1,233	47.0	1,389	53.0	2,057	78.5	936	35.7	391	14.9
12	2,763	1,342	48.6	1,421	51.4	2,118	76.7	984	35.6	368	13.3
Total	45,752	20,108	43.9	25,644	56.1	38,884	85.0	20,958	45.8	6,535	14.3

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

Grade	BOY Test-takers	Asian/Pacific Islander		African American		American Indian		Hispanic		Two or More		White	
	N	N	%	N	%	N	%	N	%	N	%	N	%
K	12,898	755	5.9	2,798	21.7	16	0.1	7,794	60.4	200	1.6	1,335	10.4
1	15,214	710	4.7	3,501	23.0	20	0.1	9,416	61.9	224	1.5	1,343	8.8
2	15,610	674	4.3	3,537	22.7	22	0.1	9,872	63.2	196	1.3	1,309	8.4
3	16,025	594	3.7	3,640	22.7	19	0.1	10,371	64.7	189	1.2	1,212	7.6
4	15,522	615	4.0	3,425	22.1	22	0.1	10,202	65.7	171	1.1	1,087	7.0
5	15,430	555	3.6	3,653	23.7	23	0.1	9,954	64.5	172	1.1	1,073	7.0
6	11,214	450	4.0	2,746	24.5	19	0.2	6,989	62.3	133	1.2	877	7.8
7	11,822	472	4.0	2,945	24.9	24	0.2	7,323	61.9	136	1.2	922	7.8
8	11,117	420	3.8	2,734	24.6	17	0.2	6,998	62.9	97	0.9	851	7.7
9	12,183	497	4.1	2,801	23.0	24	0.2	7,879	64.7	101	0.8	881	7.2
10	10,571	472	4.5	2,379	22.5	24	0.2	6,792	64.3	79	0.7	825	7.8
11	8,960	473	5.3	2,024	22.6	23	0.3	5,612	62.6	74	0.8	754	8.4
12	8,750	456	5.2	1,929	22.0	14	0.2	5,560	63.5	70	0.8	721	8.2
Total	165,316	7,143	4.3	38,112	23.1	267	0.2	104,762	63.4	1,842	1.1	13,190	8.0

Table 7. HISD BOY Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2017

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

Table 8. BOY Tier 1 Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2017													
		Tier 1											
Grade	Tier 1 Total	Asian/Pacific Islander		African American		American Indian		Hispanic		Two or More		White	
	N	N	%	N	%	N	%	N	%	N	%	N	%
K	7,110	524	7.4	1,328	18.7	8	0.1	4,104	57.7	161	2.3	985	13.9
1	8,121	528	6.5	1,558	19.2	11	0.1	4,901	60.3	161	2.0	962	11.8
2	7,115	508	7.1	1,265	17.8	16	0.2	4,284	60.2	149	2.1	893	12.6
3	6,784	434	6.4	1,119	16.5	4	0.1	4,228	62.3	135	2.0	864	12.7
4	6,132	449	7.3	1,084	17.7	7	0.1	3,607	58.8	133	2.2	852	13.9
5	4,976	398	8.0	969	19.5	6	0.1	2,677	53.8	120	2.4	806	16.2
6	3,581	317	8.9	714	19.9	7	0.2	1,796	50.2	98	2.7	649	18.1
7	3,629	366	10.1	758	20.9	8	0.2	1,739	47.9	90	2.5	668	18.4
8	3,091	274	8.9	592	19.2	8	0.3	1,544	50.0	58	1.9	615	19.9
9	3,237	349	10.8	589	18.2	6	0.2	1,620	50.0	57	1.8	616	19.0
10	2,979	320	10.7	516	17.3	6	0.2	1,519	51.0	54	1.8	564	18.9
11	3,095	343	11.1	507	16.4	5	0.2	1,617	52.2	55	1.8	568	18.4
12	2,482	301	12.1	411	16.6	2	0.1	1,217	49.0	42	1.7	509	20.5
Total	62,332	5,111	8.2	11,410	18.3	94	0.2	34,853	55.9	1,313	2.1	9,551	15.3

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

| Grade | On Watch Total | On Watch | | | | | | | | | | | |
| | | Asian/Pacific Islander | | African American | | American Indian | | Hispanic | | Two or More | | White | |
	N	N	%	N	%	N	%	N	%	N	%	N	%
K	1,770	58	3.3	425	24.0	0	0.0	1,135	64.1	15	0.8	137	7.7
1	2,324	59	2.5	582	25.0	2	0.1	1,518	65.3	24	1.0	139	6.0
2	2,255	57	2.5	512	22.7	1	0.0	1,536	68.1	18	0.8	131	5.8
3	2,590	49	1.9	595	23.0	5	0.2	1,797	69.4	16	0.6	128	4.9
4	2,268	57	2.5	564	24.9	6	0.3	1,549	68.3	17	0.7	75	3.3
5	2,404	40	1.7	616	25.6	6	0.2	1,619	67.3	21	0.9	102	4.2
6	1,629	33	2.0	419	25.7	3	0.2	1,077	66.1	11	0.7	86	5.3
7	1,655	37	2.2	460	27.8	3	0.2	1,055	63.7	15	0.9	85	5.1
8	1,625	48	3.0	422	26.0	3	0.2	1,041	64.1	10	0.6	101	6.2
9	1,658	34	2.1	382	23.0	5	0.3	1,129	68.1	13	0.8	95	5.7
10	1,614	45	2.8	387	24.0	3	0.2	1,061	65.7	8	0.5	110	6.8
11	1,418	37	2.6	348	24.5	2	0.1	940	66.3	11	0.8	80	5.6
12	1,488	45	3.0	329	22.1	2	0.1	1,013	68.1	12	0.8	87	5.8
Total	24,698	599	2.4	6,041	24.5	41	0.2	16,470	66.7	191	0.8	1,356	5.5

Table 9. BOY On Watch Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2017

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

Table 10. BOY Tier 2 Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2017														
		Tier 2												
Grade	Tier 2 Total	Asian/Pacific Islander		African American		American Indian		Hispanic		Two or More		White		
	N	N	%	N	%	N	%	N	%	N	%	N	%	
K	1,998	72	3.6	503	25.2	1	0.1	1,291	64.6	15	0.8	116	5.8	
1	2,523	43	1.7	697	27.6	3	0.1	1,617	64.1	27	1.1	136	5.4	
2	2,796	45	1.6	722	25.8	2	0.1	1,892	67.7	10	0.4	125	4.5	
3	3,040	49	1.6	770	25.3	4	0.1	2,099	69.0	14	0.5	104	3.4	
4	2,975	39	1.3	737	24.8	3	0.1	2,117	71.2	11	0.4	68	2.3	
5	3,371	33	1.0	875	26.0	5	0.1	2,358	69.9	14	0.4	86	2.6	
6	2,444	36	1.5	671	27.5	2	0.1	1,661	68.0	11	0.5	63	2.6	
7	2,383	23	1.0	659	27.7	7	0.3	1,599	67.1	18	0.8	77	3.2	
8	2,497	46	1.8	711	28.5	3	0.1	1,668	66.8	17	0.7	52	2.1	
9	2,564	35	1.4	682	26.6	8	0.3	1,731	67.5	18	0.7	90	3.5	
10	2,101	31	1.5	560	26.7	4	0.2	1,428	68.0	9	0.4	69	3.3	
11	1,825	31	1.7	504	27.6	6	0.3	1,228	67.3	3	0.2	53	2.9	
12	2,017	45	2.2	499	24.7	5	0.2	1,407	69.8	7	0.3	54	2.7	
Total	32,534	528	1.6	8,590	26.4	53	0.2	22,096	67.9	174	0.5	1,093	3.4	

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

Grade	Tier 3 Total	Tier 3											
		Asian/Pacific Islander		African American		American Indian		Hispanic		Two or More		White	
	N	N	%	N	%	N	%	N	%	N	%	N	%
K	2,020	101	5.0	542	26.8	7	0.3	1,264	62.6	9	0.4	97	4.8
1	2,246	80	3.6	664	29.6	4	0.2	1,380	61.4	12	0.5	106	4.7
2	3,444	64	1.9	1,038	30.1	3	0.1	2,160	62.7	19	0.6	160	4.6
3	3,611	62	1.7	1,156	32.0	6	0.2	2,247	62.2	24	0.7	116	3.2
4	4,147	70	1.7	1,040	25.1	6	0.1	2,929	70.6	10	0.2	92	2.2
5	4,679	84	1.8	1,193	25.5	6	0.1	3,300	70.5	17	0.4	79	1.7
6	3,560	64	1.8	942	26.5	7	0.2	2,455	69.0	13	0.4	79	2.2
7	4,155	46	1.1	1,068	25.7	6	0.1	2,930	70.5	13	0.3	92	2.2
8	3,904	52	1.3	1,009	25.8	3	0.1	2,745	70.3	12	0.3	83	2.1
9	4,724	79	1.7	1,148	24.3	5	0.1	3,399	72.0	13	0.3	80	1.7
10	3,877	76	2.0	916	23.6	11	0.3	2,784	71.8	8	0.2	82	2.1
11	2,622	62	2.4	665	25.4	10	0.4	1,827	69.7	5	0.2	53	2.0
12	2,763	65	2.4	690	25.0	5	0.2	1,923	69.6	9	0.3	71	2.6
Total	45,752	905	2.0	12,071	26.4	79	0.2	31,343	68.5	164	0.4	1,190	2.6

Table 11. BOY Tier 3 Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2017

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 PEIMS ADA file

Table 12. Percentage of BOY Tier 1 and On Watch Students Who Met or Exceeded the Benchmark Score on the Universal Screener Reading Test, MOY and EOY, English and Spanish Combined, 2017–2018

Grade	Tier 1							On Watch						
	N BOY	N Tested Moy	N MOY Met	% MOY Met	N Tested EOY	N EOY Met	% EOY Met	N BOY	N Tested Moy	N MOY Met	% MOY Met	N Tested EOY	N EOY Met	% EOY Met
K	7,110	6,872	5,736	83.5	6,531	6,197	94.9	1,770	1,699	1,028	60.5	1,677	1,252	74.7
1	8,121	7,963	7,007	88.0	7,650	7,304	95.5	2,324	2,245	1,324	59.0	2,229	1,661	74.5
2	7,115	7,002	6,295	89.9	5,731	5,016	87.5	2,255	2,195	1,229	56.0	1,909	976	51.1
3	6,784	6,628	5,794	87.4	5,748	5,031	87.5	2,590	2,537	1,248	49.2	2,297	1,249	54.4
4	6,132	6,003	5,107	85.1	5,202	4,458	85.7	2,268	2,215	981	44.3	1,995	982	49.2
5	4,976	4,880	4,069	83.4	3,781	3,104	82.1	2,404	2,327	865	37.2	1,942	729	37.5
6	3,581	3,513	2,875	81.8	3,223	2,527	78.4	1,629	1,560	502	32.2	1,437	400	27.8
7	3,629	3,502	2,876	82.1	3,025	2,415	79.8	1,655	1,574	463	29.4	1,391	393	28.3
8	3,091	2,992	2,456	82.1	2,415	1,870	77.4	1,625	1,529	480	31.4	1,170	317	27.1
9	3,237	3,098	2,529	81.6	2,423	1,969	81.3	1,658	1,517	425	28.0	1,177	340	28.9
10	2,979	2,841	2,292	80.7	2,185	1,767	80.9	1,614	1,499	412	27.5	1,194	408	34.2
11	3,095	2,816	2,248	79.8	2,167	1,695	78.2	1,418	1268	327	25.8	1021	292	28.6
12	2,482	2,207	1,767	80.1	1,809	1,393	77.0	1,488	1237	339	27.4	1050	269	25.6
Total	62,332	60,317	51,051	84.6	51,890	44,746	86.2	24,698	23,402	9,623	41.1	20,489	9,268	45.2

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018;
Note: Only students with a BOY, MOY, and EOY reading percentile rank score were included in this analysis.

Table 13. Percentage of BOY Tier 2 and Tier 3 Students Who Met or Exceeded the Benchmark Score on the Universal Screener Reading Test, MOY and EOY, English and Spanish Combined, 2017–2018

Grade	Tier 2							Tier 3						
	N BOY	N Tested MOY	N MOY Met	% MOY Met	N Tested EOY	N EOY Met	% EOY Met	N BOY	N Tested MOY	N MOY Met	% MOY Met	N Tested EOY	N EOY Met	% EOY Met
K	1,998	1,891	770	40.7	1,892	1,193	63.1	2,020	1,876	448	23.9	1,939	777	40.1
1	2,523	2,428	1,118	46.0	2,425	1,594	65.7	2,246	2,111	529	25.1	2,182	863	39.6
2	2,796	2,724	794	29.1	2,409	790	32.8	3,444	3,301	412	12.5	2,964	467	15.8
3	3,040	2,960	692	23.4	2,715	782	28.8	3,611	3,485	224	6.4	3,201	282	8.8
4	2,975	2,874	405	14.1	2,563	535	20.9	4,147	3,950	110	2.8	3,555	145	4.1
5	3,371	3,258	347	10.7	2,698	362	13.4	4,679	4,479	67	1.5	3,742	102	2.7
6	2,444	2,297	184	8.0	2,170	177	8.2	3,560	3,237	24	0.7	3,104	23	0.7
7	2,383	2,234	194	8.7	1,965	156	7.9	4,155	3,761	30	0.8	3,338	28	0.8
8	2,497	2,310	183	7.9	1,846	118	6.4	3,904	3,473	24	0.7	2,765	11	0.4
9	2,564	2,306	150	6.5	1,799	150	8.3	4,724	4,060	31	0.8	3,087	19	0.6
10	2,101	1,853	143	7.7	1,453	160	11.0	3,877	3,225	22	0.7	2,547	25	1.0
11	1,825	1,609	97	6.0	1,286	76	5.9	2,622	2,265	19	0.8	1,719	14	0.8
12	2,017	1,614	100	6.2	1,252	82	6.5	2,763	2,056	13	0.6	1,583	18	1.1
Total	32,534	30,358	5,177	17.1	26,473	6,175	23.3	45,752	41,279	1,953	4.7	35,726	2,774	7.8

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018
Note: Only students with a BOY, MOY, and EOY reading percentile rank score were included in this analysis.

Table 14. Benchmark Running Records Results for All HISD Students at BOY and EOY, Spanish and English Combined, 2017–2018

Grade	2017–2018					
	BOY			EOY		
	N Tested	N Met*	% Met	N Tested	N Met	% Met
K	-	-	-	9,301	6,392	68.7
1	15,152	6,056	40.0	12,086	6,535	54.1
2	15,142	6,319	41.7	12,519	7,117	56.8
3	14,760	5,406	36.6	13,337	6,534	49.0
4	14,369	4,593	32.0	13,501	6,047	44.8
5	13,880	3,756	27.1	12,662	5,396	42.6
Total	73,303	26,130	35.6	73,406	38,021	51.8

Source: Benchmark Running Records student data files, 2018
Note: Highest scores were selected where students had multiple assessments during the testing window.
   *Students met either the Meeting Expectations or Advanced Development reading benchmark.
   – means no students tested.

Table 15. Benchmark Running Records Results for BOY Tier 1 and On Watch Students at BOY and EOY, Spanish and English Combined, 2017–2018

Grade	Tier 1						On Watch					
	BOY			EOY			BOY			EOY		
	N Tested	N Met*	% Met	N Tested	N Met	% Met	N Tested	N Met	% Met	N Tested	N Met	% Met
K	-	-	-	5,240	4,489	85.7	-	-	-	1,264	816	64.6
1	7,649	4,903	64.1	6,521	5,028	77.1	2,149	441	20.5	1,810	713	39.4
2	6,540	4,641	71.0	5,874	5,018	85.4	2,095	736	35.1	1,782	1,014	56.9
3	5,999	3,818	63.6	5,732	4,472	78.0	2,339	744	31.8	2,199	1,078	49.0
4	5,476	3,225	58.9	5,427	4,056	74.7	2,057	577	28.1	2,028	937	46.2
5	4,366	2,503	57.3	3,989	3,146	78.9	2,153	521	24.2	2,034	970	47.7
Total	30,030	19,090	63.6	32,783	26,209	79.9	10,793	3,019	28.0	11,117	5,528	49.7

Source: Benchmark Running Records student data files, 2018; RL360 Early Literacy and RL360 Reading student data files, 2017–2018
Note: Highest scores were selected where students had multiple assessments during the testing window.
   *Students met either the Meeting Expectations or Advanced Development reading benchmark.
   – means no students tested.

Table 16. Benchmark Running Records Results for BOY Tier 2 and Tier 3 Students at BOY and EOY, Spanish and English Combined, 2017–2018												
	Tier 2						Tier 3					
	BOY			EOY			BOY			EOY		
Grade	N Tested	N Met*	% Met	N Tested	N Met	% Met	N Tested	N Met	% Met	N Tested	N Met	% Met
K	-	-	-	1,411	648	45.9	-	-	-	1,406	447	31.8
1	2,325	316	13.6	1,990	550	27.6	2,017	140	6.9	1,784	243	13.6
2	2,552	457	17.9	2,168	750	34.6	3,075	171	5.6	2,708	338	12.5
3	2,637	443	16.8	2,511	734	29.2	3,085	150	4.9	2,936	252	8.6
4	2,668	394	14.8	2,625	705	26.9	3,550	169	4.8	3,480	352	10.1
5	2,943	352	12.0	2,811	863	30.7	3,908	185	4.7	3,873	421	10.9
Total	13,126	1,962	14.9	13,099	3,833	29.3	15,640	815	5.2	16,187	2,053	12.7

Source: Benchmark Running Records student data fileS, 2018; RL360 Early Literacy and RL360 Reading student data files, 2017–2018
Note: Highest scores were selected where students had multiple assessments during the testing window.
   *Students met either the Meeting Expectations or Advanced Development reading benchmark.
   – means no students tested.

Table 17. Cumulative Number of HISD Students Tested Who Met the Passing Standard on the HFWE, English, Spanish, and Dual Language, 2016–2017 and 2017–2018																
	2016–2017								2017–2018							
Grade	N Tested	N Met BOY	% Met BOY	N Met MOY	% Met MOY	N Met EOY	% Met EOY	N Total Met	% Total Met	N Tested	N Met BOY	% Met BOY	N Met MOY	% Met MOY	N Met EOY	% Met EOY	N Total Met	% Total Met
1	18,561	13,371	72.0	1,280	6.9	499	2.7	15,150	81.6	17,683	11,700	66.2	2,558	14.5	999	5.6	15,257	86.3
2	18,883	15,928	84.4	768	4.1	404	2.1	17,100	90.6	17,810	14,550	81.7	1,381	7.8	521	2.9	16,452	92.4
Total	37,444	29,299	78.2	2,048	5.5	903	2.4	32,250	86.1	35,493	26,250	74.0	3,939	11.1	1,520	4.3	31,709	89.3

Source: 2016–2017 HFWE test sessions student data file; 2017–2018 HFWE test sessions student data file
Note: HISD students in grade 1 and grade 2 must meet the HFWE passing standard once an academic year to be promoted to the next grade level. Highest scores were selected where students had multiple assessments during the testing window. Percentages may not equal 100 due to rounding.

Table 18. Cumulative Number of BOY Tier 1 and On Watch Students Who Met the Passing Standard on the HFWE, English, Spanish, and Dual Language, 2017–2018

Grade	Tier 1									On Watch								
	N Tested	N Met BOY	% BOY	N Met MOY	% MOY	N Met EOY	% EOY	N Total Met	% Total Met	N Tested	N Met BOY	% BOY	N Met MOY	% MOY	N Met EOY	% EOY	N Total Met	% Total Met
1	8,111	7,365	90.8	501	6.2	115	1.4	7,981	98.4	2,320	1,460	62.9	528	22.8	135	5.8	2,123	91.5
2	7,102	7,039	99.1	33	0.5	18	0.3	7,090	99.8	2,245	2,153	95.9	66	2.9	12	0.5	2,231	99.4
Total	15,213	14,404	94.7	534	3.5	133	0.9	15,071	99.1	4,565	3,613	79.1	594	13.0	147	3.2	4,354	95.4

Source: 2017–2018 HFWE test sessions student data file; RL360 Early Literacy and RL360 Reading student data files, 2017–2018
Note: HISD students in grade 1 and grade 2 must meet the HFWE passing standard once an academic year to be promoted to the next grade level. Highest scores were selected where students had multiple assessments during the testing window.

Table 19. Cumulative Number of BOY Tier 2 and Tier 3 Students Who Met the Passing Standard on the HFWE, English, Spanish, and Dual Language, 2017–2018

Grade	Tier 2									Tier 3								
	N Tested	N Met BOY	% BOY	N Met MOY	% MOY	N Met EOY	% EOY	N Total Met	% Total Met	N Tested	N Met BOY	% BOY	N Met MOY	% MOY	N Met EOY	% EOY	N Total Met	% Total Met
1	2,516	1,237	49.2	651	25.9	221	8.8	2,109	83.8	2,221	673	30.3	413	18.6	224	10.1	1,310	59.0
2	2,786	2,355	84.5	281	10.1	48	1.7	2,684	96.3	3,380	1,764	52.2	604	17.9	202	6.0	2,570	76.0
Total	5,302	3,592	67.7	932	17.6	269	5.1	4,793	90.4	5,601	2,437	43.5	1,017	18.2	426	7.6	3,880	69.3

Source: 2017–2018 HFWE test sessions student data file; RL360 Early Literacy and RL360 Reading student data files, 2017–2018
Note: HISD students in grade 1 and grade 2 must meet the HFWE passing standard once an academic year to be promoted to the next grade level. Highest scores were selected where students had multiple assessments during the testing window. Percentages may not equal 100 due to rounding.

Table 20. Percentage of All HISD Students in Grades 3–8 Achieving At or Above the Approaches Grade Level Standard on Spring Administration of STAAR Reading, Spanish and English Combined, 2016–2017 and 2017–2018

Grade	2016–2017			2017–2018		
	Tested (*N*)	Approaches (*N*)	% Approaches	Tested (*N*)	Approaches (*N*)	% Approaches
3	17,745	11,377	64.2	17,514	12,123	69.2
4	17,454	10,579	60.6	17,071	10,653	62.4
5	16,292	10,354	63.6	16,875	11,822	70.1
6	13,555	7,906	58.3	13,262	8,045	60.7
7	13,126	8,579	65.4	13,482	8,801	65.3
8	13,255	8,987	67.8	13,087	9,147	69.9
Total	91,427	57,801	63.2	91,291	60,591	66.4

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 15, 2017; Cognos, STAAR English and STAAR Spanish files, retrieved September 25, 2018

Table 21. Percentage of All First-Time and Retested HISD Students Achieving At or Above the Approaches Grade Level Standard on STAAR EOC English I and English II, 2016–2017 and 2017–2018						
	2016–2017			**2017–2018**		
Subject	**Tested (*N*)**	**Approaches (*N*)**	**% Approaches**	**Tested (*N*)**	**Approaches (*N*)**	**% Approaches**
English I	18,395	8,860	48.2	18,570	9,518	51.3
English II	16,524	8,389	50.8	17,332	9,220	53.2

Source: Cognos, STAAR files, retrieved June 15, 2017; Cognos, STAAR files, retrieved September 25, 2018

Table 22. Percentage of Tier 1 Students in Grades 3–12 Achieving At or Above the Approaches Grade Level Standard on STAAR Reading, English I, and English II, Spanish and English Combined, 2017–2018									
Grade Level	**Reading (3–8)**			**English I**			**English II**		
	Tested (N)	**Approaches (N)**	**% Approaches**	**Tested (N)**	**Approaches (N)**	**% Approaches**	**Tested (N)**	**Approaches (N)**	**% Approaches**
3	6,738	6,391	94.9	–	–	–	–	–	–
4	6,072	5,727	94.3	–	–	–	–	–	–
5	4,946	4,853	98.1	–	–	–	–	–	–
6	3,552	3,456	97.3	–	–	–	–	–	–
7	3,590	3,535	98.5	–	–	–	–	–	–
8	3,076	3,054	99.3	–	–	–	–	–	–
EOC (9–12)	–	–	–	3,124	3,071	98.3	2,992	2,933	98.0

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 STAAR English and STAAR Spanish files
Note: – means no students tested.

Table 23. Percentage of On Watch Students in Grades 3–12 Achieving At or Above the Approaches Grade Level Standard, on the STAAR Reading, English I, and English II, Spanish and English Combined, 2017–2018									
Grade Level	**Reading (3–8)**			**English I**			**English II**		
	Tested (N)	**Approaches (N)**	**% Approaches**	**Tested (N)**	**Approaches (N)**	**% Approaches**	**Tested (N)**	**Approaches (N)**	**% Approaches**
3	2,559	2,055	80.3	–	–	–	–	–	–
4	2,245	1,671	74.4	–	–	–	–	–	–
5	2,388	2,117	88.7	–	–	–	–	–	–
6	1,605	1,333	83.1	–	–	–	–	–	–
7	1,635	1,466	89.7	–	–	–	–	–	–
8	1,609	1,525	94.8	–	–	–	–	–	–
EOC (9–12)	–	–	–	1,613	1,439	89.2	1,673	1,481	88.5

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 STAAR English and STAAR Spanish files
Note: – means no students tested.

Grade Level	Reading (3–8)			English I			English II		
Table 24. Percentage of Tier 2 Students in Grades 3–12 Achieving At or Above the Approaches Grade Level Standard on STAAR Reading, English I, and English II, Spanish and English Combined, 2017–2018									
	Tested (N)	Approaches (N)	% Approaches	Tested (N)	Approaches (N)	% Approaches	Tested (N)	Approaches (N)	% Approaches
3	2,988	1,747	58.5	–	–	–	–	–	–
4	2,936	1,435	48.9	–	–	–	–	–	–
5	3,348	2,333	69.7	–	–	–	–	–	–
6	2,398	1,384	57.7	–	–	–	–	–	–
7	2,345	1,662	70.9	–	–	–	–	–	–
8	2,455	1,928	78.5	–	–	–	–	–	–
EOC (9–12)	–	–	–	2,755	1,874	68.0	2,569	1,759	68.5

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 STAAR English and STAAR Spanish files
Note: – means no students tested.

Grade Level	Reading (3–8)			English I			English II		
Table 25. Percentage of Tier 3 Students in Grades 3–12 Achieving At or Above the Approaches Grade Level Standard, on the STAAR Reading, English I, and English II, Spanish and English Combined, 2017–2018									
	Tested (N)	Approaches (N)	% Approaches	Tested (N)	Approaches (N)	% Approaches	Tested (N)	Approaches (N)	% Approaches
3	3,504	917	26.2	–	–	–	–	–	–
4	4,010	778	19.4	–	–	–	–	–	–
5	4,599	1,473	32.0	–	–	–	–	–	–
6	3,451	651	18.9	–	–	–	–	–	–
7	4,016	1,078	26.8	–	–	–	–	–	–
8	3,803	1,226	32.2	–	–	–	–	–	–
EOC (9–12)	–	–	–	7,317	1,452	19.8	6,576	1,370	20.8

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2017–2018 STAAR English and STAAR Spanish files
Note: – means no students tested.

Table 26. STAAR Progress Measure Results for Grades 3–12 by Tier Group, 2016–2017 and 2017–2018															
Tier Group 2017–2018	2016–2017								2017–2018							
	Not Met		Met Progress		Exceeded Progress		Total		Not Met		Met Progress		Exceeded Progress		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Tier 1	874	34.8	1,461	58.2	174	6.9	2,509	100.0	6,782	29.5	10,084	43.9	6,089	26.5	22,955	100.0
On Watch	525	48.4	556	51.2	4	0.4	1,085	100.0	4,123	39.9	4,249	41.1	1,959	19.0	10,331	100.0
Tier 2	7,427	52.4	4,992	35.2	1746	12.3	14,165	100.0	5,769	40.5	5,666	39.8	2,799	19.7	14,234	100.0
Tier 3	10,390	56.8	5,990	32.7	1,922	10.5	18,302	100.0	9,103	44.3	7,699	37.4	3,764	18.3	20,566	100.0
Total	**19,216**	**53.3**	**12,999**	**36.0**	**3,846**	**10.7**	**36,061**	**100.0**	**25,777**	**37.9**	**27,698**	**40.7**	**14,611**	**21.5**	**68,086**	**100.0**

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; 2016–2017 STAAR English and STAAR Spanish files; 2017–2018 STAAR English and STAAR Spanish files

Grade	TOTAL (N)	BOY				EOY							
		Tier 1 (N)	% Tier 1	On Watch (N)	% On Watch	Tier 1 (N)	% Tier 1	On Watch (N)	% On Watch	Tier 2 (N)	% Tier 2	Tier 3 (N)	% Tier 3
K	160	78	48.8	82	51.3	117	73.1	30	18.8	10	6.3	3	1.9
1	474	240	50.6	234	49.4	336	70.9	64	13.5	39	8.2	35	7.4
2	199	97	48.7	102	51.3	97	48.7	50	25.1	23	11.6	29	14.6
3	213	88	41.3	125	58.7	112	52.6	49	23.0	39	18.3	13	6.1
4	124	44	35.5	80	64.5	54	43.5	36	29.0	26	21.0	8	6.5
5	100	43	43.0	57	57.0	48	48.0	28	28.0	17	17.0	7	7.0
6	16	10	62.5	6	37.5	10	62.5	4	25.0	1	6.3	1	6.3
7	19	12	63.2	7	36.8	10	52.6	2	10.5	6	31.6	1	5.3
8	5	3	60.0	2	40.0	1	20.0	2	40.0	1	20.0	1	20.0
9	13	8	61.5	5	38.5	3	23.1	3	23.1	4	30.8	3	23.1
10	12	6	50.0	6	50.0	3	25.0	5	41.7	1	8.3	3	25.0
11	5	2	40.0	3	60.0	3	60.0	1	20.0	1	20.0	0	0.0
12	*	*	*	*	*	*	*	*	*	*	*	*	*
Total	1,342	633	47.2	709	52.8	796	59.3	274	20.4	168	12.5	104	7.7

Table 27. EOY Results on Universal Screener for Tier 1 and On Watch Students with Documented RTI ELA Tier II (Supplemental Instruction) Support by Tier Group, 2017–2018

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; R52CH 2017–2018 RTI Data for IAT
Note: * Less than five students tested.

Grade	TOTAL (N)	Tier 1 (N)	% Tier 1	On Watch (N)	% On Watch	Tier 2 (N)	% Tier 2	Tier 3 (N)	% Tier 3
Table 28. EOY Results on RL360 Reading for Tier 2 Students with Documented RTI ELA Tier II (Supplemental Instruction) Support by Tier Group, 2017−2018									
K	171	74	43.3	39	22.8	43	25.1	15	8.8
1	397	184	46.3	89	22.4	89	22.4	35	8.8
2	285	61	21.4	77	27.0	84	29.5	63	22.1
3	288	83	28.8	71	24.7	92	31.9	42	14.6
4	199	30	15.1	49	24.6	69	34.7	51	25.6
5	195	20	10.3	38	19.5	74	37.9	63	32.3
6	63	3	4.8	15	23.8	22	34.9	23	36.5
7	37	5	13.5	12	32.4	12	32.4	8	21.6
8	31	0	0.0	7	22.6	11	35.5	13	41.9
9	25	0	0.0	3	12.0	15	60.0	7	28.0
10	15	0	0.0	1	6.7	5	33.3	9	60.0
11	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*
Total	**1,713**	**460**	**26.9**	**402**	**23.5**	**519**	**30.3**	**332**	**19.4**

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; R52CH 2017–2018 RTI Data for IAT
Note: * Less than five students tested.

Grade	TOTAL (N)	Tier 1 (N)	% Tier 1	On Watch (N)	% On Watch	Tier 2 (N)	% Tier 2	Tier 3 (N)	% Tier 3
Table 29. EOY Results on Universal Screener for Tier 3 Students with Documented RTI ELA Tier II (Supplemental Instruction) Support by Tier Group, 2017−2018									
K	251	67	26.7	54	21.5	59	23.5	71	28.3
1	547	165	30.2	74	13.5	145	26.5	163	29.8
2	618	63	10.2	81	13.1	150	24.3	324	52.4
3	571	41	7.2	53	9.3	132	23.1	345	60.4
4	359	4	1.1	30	8.4	80	22.3	245	68.2
5	430	5	1.2	12	2.8	76	17.7	337	78.4
6	57	0	0.0	4	7.0	4	7.0	49	86.0
7	42	0	0.0	7	16.7	12	28.6	23	54.8
8	42	0	0.0	1	2.4	3	7.1	38	90.5
9	73	0	0.0	2	2.7	13	17.8	58	79.5
10	50	0	0.0	1	2.0	12	24.0	37	74.0
11	5	0	0.0	0	0.0	1	20.0	4	80.0
12	10	0	0.0	0	0.0	1	10.0	9	90.0
Total	**3,055**	**345**	**11.3**	**319**	**10.4**	**688**	**22.5**	**1,703**	**55.7**

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; R52CH 2017–2018 RTI Data for IAT
Note: * Less than five students tested.

Grade	TOTAL (N)	BOY				EOY							
		Tier 1 (N)	% Tier 1	On Watch (N)	% On Watch	Tier 1 (N)	% Tier 1	On Watch (N)	% On Watch	Tier 2 (N)	% Tier 2	Tier 3 (N)	% Tier 3
K	69	36	52.2	33	47.8	36	52.2	19	27.5	7	10.1	7	10.1
1	232	100	43.1	132	56.9	131	56.5	41	17.7	30	12.9	30	12.9
2	88	29	33.0	59	67.0	34	38.6	27	30.7	15	17.0	12	13.6
3	104	51	49.0	53	51.0	52	50.0	27	26.0	19	18.3	6	5.8
4	88	38	43.2	50	56.8	39	44.3	21	23.9	20	22.7	8	9.1
5	49	14	28.6	35	71.4	13	26.5	13	26.5	10	20.4	13	26.5
6	*	*	*	*	*	*	*	*	*	*	*	*	*
7	7	0	0.0	7	100.0	0	0.0	0	0.0	6	85.7	1	14.3
8	5	1	20.0	4	80.0	0	0.0	1	20.0	3	60.0	1	20.0
9	–	–	–	–	–	–	–	–	–	–	–	–	–
10	–	–	–	–	–	–	–	–	–	–	–	–	–
11	–	–	–	–	–	–	–	–	–	–	–	–	–
12	–	–	–	–	–	–	–	–	–	–	–	–	–
Total	643	269	41.8	374	58.2	305	47.4	149	23.2	110	17.1	79	12.3

Table 30. EOY Results on Universal Screener for Tier 1 and On Watch Students that Received RTI ELA Tier III (Intensive Individualized Instruction) Support by Tier Group, 2017–2018

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; R52CH 2017–2018 RTI Data for IAT
Note: * Less than five students tested.
     – means no students tested.

Grade	TOTAL (N)	Tier 1 (N)	% Tier 1	On Watch (N)	% On Watch	Tier 2 (N)	% Tier 2	Tier 3 (N)	% Tier 3
K	83	36	43.4	22	26.5	19	22.9	6	7.2
1	226	95	42.0	46	20.4	60	26.5	25	11.1
2	205	35	17.1	55	26.8	58	28.3	57	27.8
3	184	46	25.0	39	21.2	64	34.8	35	19.0
4	128	22	17.2	25	19.5	43	33.6	38	29.7
5	95	8	8.4	14	14.7	30	31.6	43	45.3
6	17	1	5.9	2	11.8	9	52.9	5	29.4
7	32	1	3.1	4	12.5	8	25.0	19	59.4
8	18	0	0.0	2	11.1	5	27.8	11	61.1
9	–	–	–	–	–	–	–	–	–
10	*	*	*	*	*	*	*	*	*
11	–	–	–	–	–	–	–	–	–
12	–	–	–	–	–	–	–	–	–
Total	**989**	**244**	**24.7**	**209**	**21.1**	**297**	**30.0**	**239**	**24.2**

Table 31. EOY Results on Universal Screener for Tier 2 Students with Documented RTI ELA Tier III (Intensive Individualized Instruction) Support by Tier Group, 2017–2018

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; R52CH 2017–2018 RTI Data for IAT
Note: * Less than five students tested.
– means no students tested.

Grade	TOTAL (N)	Tier 1 (N)	% Tier 1	On Watch (N)	% On Watch	Tier 2 (N)	% Tier 2	Tier 3 (N)	% Tier 3
K	162	36	22.2	34	21.0	38	23.5	54	33.3
1	404	98	24.3	59	14.6	114	28.2	133	32.9
2	498	52	10.4	49	9.8	119	23.9	278	55.8
3	458	34	7.4	37	8.1	93	20.3	294	64.2
4	360	10	2.8	27	7.5	81	22.5	242	67.2
5	318	3	0.9	8	2.5	40	12.6	267	84.0
6	84	0	0.0	3	3.6	7	8.3	74	88.1
7	106	1	0.9	3	2.8	12	11.3	90	84.9
8	28	0	0.0	0	0.0	2	7.1	26	92.9
9	24	2	8.3	2	8.3	9	37.5	11	45.8
10	21	0	0.0	2	9.5	9	42.9	10	47.6
11	13	1	7.7	2	15.4	6	46.2	4	30.8
12	11	1	9.1	0	0.0	2	18.2	8	72.7
Total	**2,487**	**238**	**9.6**	**226**	**9.1**	**532**	**21.4**	**1,491**	**60.0**

Table 32. EOY Results on Universal Screener for Tier 3 Students with Documented RTI ELA Tier III (Intensive Individualized Instruction) Support by Tier Group, 2017–2018

Source: RL360 Early Literacy and RL360 Reading student data files, 2017–2018; R52CH 2017–2018 RTI Data for IAT